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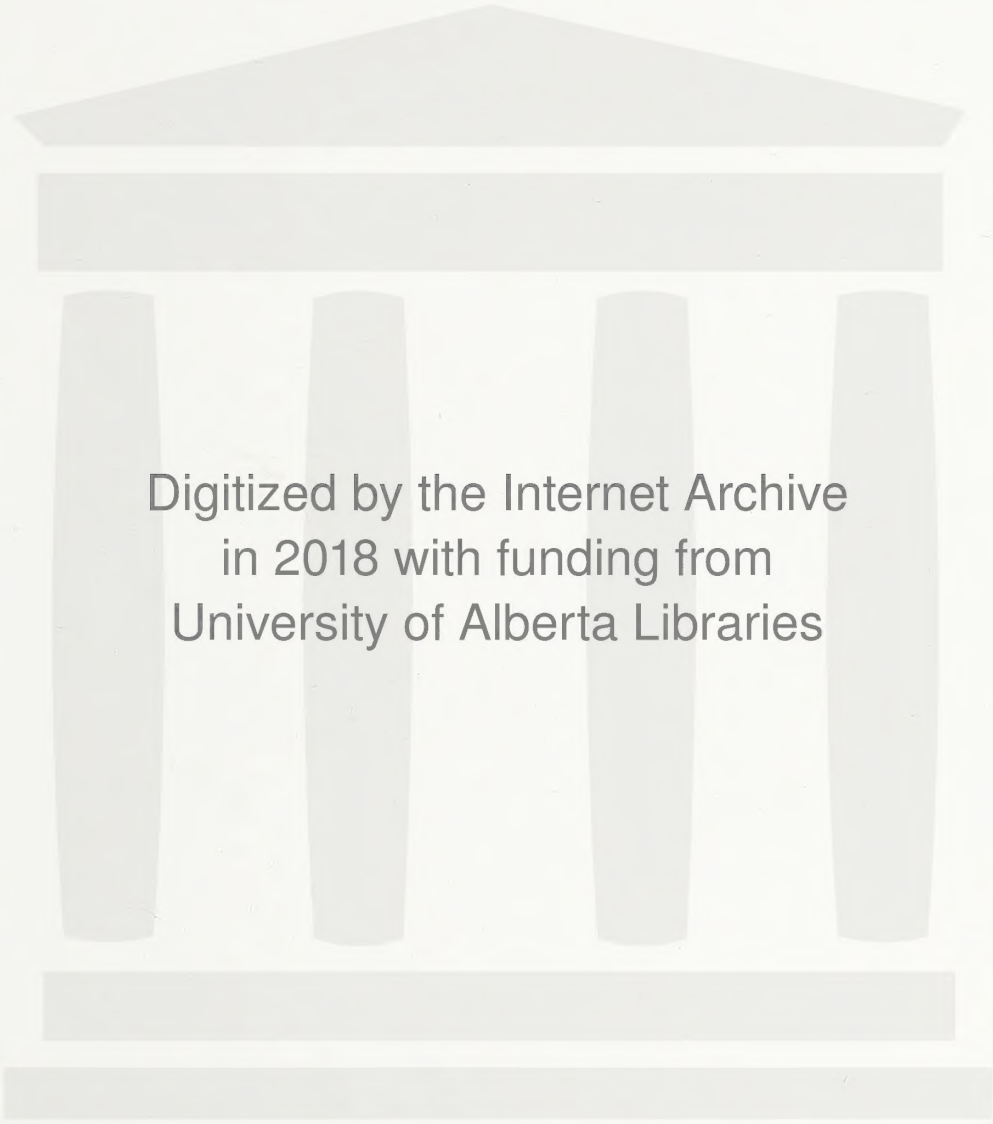
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PUBLIC ATTITUDES TOWARD SCHOOLS IN LETHBRIDGE DIVISION NO. 7

A DISSERTATION

SUBMITTED TO

THE FACULTY OF GRADUATE STUDIES

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FOR THE DEGREE OF

MASTER OF EDUCATION

DIVISION OF EDUCATIONAL ADMINISTRATION

by

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ABSTRACT

The investigation to be reported here sought to determine the attitudes of selected elements of the public toward the performance of high schools in the Lethbridge School Division.

A representative sample, including respondents from those groups most directly connected with the high schools -- students, their parents and teachers -- provided the essential data. A questionnaire was designed for each of the three groups involved.

A five point attitude scale was utilized in 23 of the 31 items to facilitate the calculation of Median Levels of Satisfaction. To these the Chi Square Test for Significance was applied. Responses to the eight open-ended items were simply categorized and discussed as composite opinions.

According to the opinions of respondents, a number of strengths and weaknesses exist in the Lethbridge High School system. The general attitude of the public toward the performance of these high schools was found to be favourable, but only mildly so. Discipline, disciplinary methods and guidance services were thought to be unsatisfactory. Equipment for physical education, recreation, science instruction, and libraries was thought to be in somewhat short supply. Physical features of the school plant such as heating, lighting, ventilation, gyms and shower facilities were severely criticized by several respondents. A broader program of technical and commercial courses was recommended. And although there was general agreement that students spent inadequate time doing homework, respondents, in general, favoured increased opportunity for students to participate

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in school sponsored social functions.

Several of the factors investigated received a satisfactory rating. These included teaching methods, administrative policies, student achievement, caretaking services, treatment of students by teachers and school officials, teachers' salaries and professional preparation of teachers.

It was not assumed that the findings of this investigation would provide any kind of precise guide to administrative action. Opinion surveys seldom, if ever, do this. Rather it was hoped that new knowledge of the attitudes of certain people toward the high school might provide educational leaders with useful insights into the values and motives of the people with whom they work.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Since the conclusion of World War II, particularly in the past decade, many areas of development, including education have experienced phenomenal changes. One notable reaction to this transition in education has been wide-spread public controversy. Curriculum, methodology, and finance, to mention only a few, have been popular subjects for discussion and disagreement. The inevitable result has been that the local school has become the focal point for rather severe criticism from numerous sources in the community. Failure, or apparent failure, of the school to meet its responsibility to educate today's youth adequately is no doubt one important contributory factor in the establishment of much of this negative attitude towards schools and education in general. Consequently, when the expected performance of schools has been disappointing, individuals and groups affected have expressed their dissatisfaction vocally, and through the press. The number and nature of submissions made to the Cameron Royal Commission on Education in Alberta offers strong evidence to indicate that in many respects local evaluation of the schools' efforts was most unfavourable. (1. p.7).

No doubt the primary reason for this situation has been factors such as unprecedented technological development, increased urbanization and immigration. These have brought about marked changes in the social and economic patterns of living which have placed new demands on the high schools . In addition, recent and far-reaching advances in the physical sciences by our political adversaries have forced us

to match their scientific achievements in order to safeguard our democratic way of life. These phenomena have resulted in creating a greater public sensitivity to present-day values of education, hence, in the quality of school performance.

In view of these factors it is no wonder that the task of the local school has become exceedingly difficult.

There is strong likelihood that many people feel that they should be consulted on school matters of special importance. This feeling should be upheld in a democratic school system. Such is not recognized practice in every instance, but surely it is sound, fair procedure in a business as large as education, to periodically find out what the patrons think about their schools. In matters as important as the education of today's children, officials who must consider public opinion if they are to enjoy renewed tenure cannot rely on what they estimate to be the nature of public thinking. Only those methods proven by scientific research are reliable indicators upon which to base decision. If school boards and school officials are to escape criticism for plans and decisions they put into action on any major scale, a wise precautionary measure would be to formulate plans on the basis of the thinking of the total group affected. On issues of educational nature, public attitude is difficult to obtain accurately. Often, hearsay becomes the criterion for individual decision. Influential persons or groups, some with selfish and personal motives, are capable of misdirecting community thinking on educational issues. Others, who may have access to modern media for mass communication, may easily sway thinking on school matters in the direction of an

opinionated few.

The problem which arises is how to obtain accurate and reliable information, economically. A popular method for determining public attitude on important issues is the public opinion survey. Reliable results can be obtained, providing a suitable test instrument is used according to procedures established by scientific research.

Statement of the Problem

The major problem to be investigated concerns the attitudes of those people most directly concerned with the high schools in the Lethbridge School Division. To what extent are parents, teachers and pupils satisfied or dissatisfied with the job their high schools are doing?

Minor Problems

In order to resolve the major problem satisfactorily, a number of related problems, direct outgrowths of the principal issue, were investigated and reported. The most important of these may be stated, briefly, as follows:

Do significant differences of opinion exist among the main groups?

Do significant differences of opinion exist within each of the three main groups, according to selected characteristics?

Is there consistency of opinion among these groups on similar issues?

If opinions are found to be widely divergent, is there any evidence to indicate the reason?

What is regarded as the best, and poorest single features of their schools?

What improvements, if any, are suggested?

Purpose of the Study

The primary purpose of this study is to determine whether or not improvements in the high schools of the Lethbridge Division are necessary according to those elements of the public most closely associated with them. If problems are found to exist, their nature and importance should be clearly apparent. Hence, appropriate remedial measures may be designed and effectively instituted.

Need for the Study

Increased interest in the affairs of the school, as evidenced by more unfavourable public criticism than usual, suggested the presence of a worthwhile problem for research at the local level. At the present time few, if any, school systems have an agency which can suitably analyze group thinking on educational issues to determine whether a problem of any significance does exist. In order to detect the critical elements within the system, it is necessary to determine the degree of agreement, or disagreement, present regarding important factors. This involves contacting members of groups affected. In this particular case the parents, teachers and students appeared to

be the people who should be surveyed, as they represented that portion of the total public most directly concerned with the schools.

Frequent complaints of these three groups, or segments within them, indicate a definite need for improved working relationships. Administrators and school officials are conscious of this need, but up to the present no concerted, collective action has been taken to establish a closer home-school relationship. Although it was not an intended purpose, this project could provide the basis for an effective public relations program since public participation was solicited in evaluating the performance of the schools.

The findings of this study should reveal the strengths and weaknesses of the system according to the public surveyed. Consequently, if it is found advisable to make improvements, reliable directives for a positive program of change or reform are available. The basis for a division-wide inservice education program for teachers may be established, if areas of general interest are discovered.

Findings may remove much of the apparent hesitancy on the part of some, to accept "progressive ideas and practices." The techniques applied, and the findings secured may prove of interest and value to other school units.

Limitations of the Study

1. The sample does not include all divisional teachers, nor does it provide for parents who have no children attending the secondary schools.

2. The number of teachers used, particularly in some comparisons within the teacher group, may be considered relatively small.

3. Some people may be reluctant to be frankly critical.

4. No attempt was made to compare opinions on the basis of such factors as economic status, ethnic group, religion, or distance from the school.

5. There may have been some parents with limited understanding of English language who found considerable difficulty in interpreting the proper meaning of some of the items on the questionnaire.

6. The Kate Andrews High School, which is scheduled to go into operation in September of 1961, will provide excellent facilities for the senior high students of the Coaldale area. The assurance of this addition may have had some influence on some of the opinions recorded by respondents from this centre.

Definition of Terms

Public - Unless specified otherwise by context, this term has been used to refer to those residents of the test area, eligible to participate in this project, specifically the students, their parents and teachers connected with the senior high schools of the Lethbridge Division.

Sub-group - A division occurring within Parent, Teacher or Student Groups which was made on the basis of a selected characteristic such as age or sex.

Component - This term refers to one of the twelve specific areas of investigation such as Discipline.

Organization of the Remainder of the Thesis

Chapter II is devoted to a review of significant, related studies which have been conducted in the United States and Canada. Particular reference is made to three Canadian studies which deal with Public Attitudes of Albertans on local educational issues.

Chapter III. A brief introduction outlining the nature and extent of the test area has been included to better acquaint the reader with the community investigated. Succeeding sections of the chapter describe the construction of the opinionnaires employed, the procedures followed to determine their reliability, and the methods used to select and poll the sample.

Chapter IV. This chapter gives an account of how the data were analyzed and treated in order that the appropriate statistical tests could be applied to determine whether apparent differences were significant at the two levels of probability selected as acceptable.

Chapter V contains a complete account of the findings. Results of comparisons of attitudes between and within the various groups have been reported. Differences in attitude found significant at acceptable levels of probability have been indicated in tables or summaries positioned appropriately throughout the report. Information secured from analyses of open-end type items have been reported under the component heading established to include it. A complete summary of all findings for theareas investigated concludes this chapter.

Chapter VI has reported the obvious and important conclusions the study will support. Recommendations, intended to be constructive,

have been presented in order that interested individuals, or groups may proceed with an acceptable plan of action designed to eliminate undesirable weaknesses revealed by the findings.

REFERENCES

1. The Province of Alberta, Report of the Royal Commission on Education, Queen's Printer, Edmonton, 1959.

CHAPTER II

REVIEW OF RELATED LITERATURE

The scientific use of polling instruments, such as the questionnaire and interview, to determine public attitude towards educational issues, is a comparatively new practice. Although American politics and industry had made use of these techniques, their potential value to education was not fully recognized until the decade following 1930. More recently, this influence has been evident in Canada. Hence, the literature on public attitude towards education, particularly at the local level, is limited.

The majority of projects investigating public attitude towards education has appeared since 1937. Studies involving the Canadian scene have been more recent. Those dealing directly with the Alberta scene have been conducted since 1957. Undoubtedly, other studies, which may have been of interest, have been undertaken during the past ten years, but due to their local nature, or lack of proper administration, the results have not been brought to the attention of the general public.

The findings contained in the studies presented here enabled comparisons of value and interest to be made with the results obtained from this investigation. Group attitudes on similar issues, effectiveness of various methods and merits of design and instrumentation for this survey have been illustrated.

I. AMERICAN STUDIES

In 1937, Smith (1. pp.681-693) completed a doctoral thesis on the attitudes and opinions of California High School Seniors toward current social issues. A section of the questionnaire containing thirty items dealt with the opinions of parents, students, teachers and social scientists toward the function and responsibilities of the school. A correlation of .81 between parents and students indicated a high degree of agreement toward maintaining the established order, which favoured rigorous restriction on freedom of speech and instruction. Generally, there was a well-defined attitude on the part of parents--that the system was satisfactory and that local authority should determine what social ideals and values the school should inculcate.

Considerable disparity was evident between the opinion of parents and seniors on the one hand, and the more informed social scientists, who favoured some change from the "status quo", on the other.

The National Opinion Research Center (2. pp.1-37) completed a three part study in 1944, called "The Public Looks at Education." Part II dealt with educational policies and practices while Part III reported suggested changes. The interview technique, and a sample of American citizens, stratified as follows, were used:

a. age
b. race
c. sex
d. economic status
e. geographic area

Eight out of ten parents with children in the public schools reported satisfaction with what their children were getting out of education. While these parents were more critical of public education than were persons without children in school, the differences in opinion were not, as a whole, significant.

When asked to name the most important thing pupils should get from their public school education, an equal number of Americans ranked academic subjects and character education of first importance. Vocational training, citizenship education and experience in making social adjustments followed in order. Percentages reported were as follows:

Academic subjects and character education	34%
Vocational training	26%
Citizenship	14%
Social Adjustment	11%

When asked specifically if there were any kind of change they would like to see made, fifty-seven per cent of the parents replied, "no". Those who wanted changes made the following suggestions:

1. 44% wanted changes made in curriculum and teaching methods.

2. 23% mentioned some change in the administrative organization and the physical equipment of the schools.

3. 19% wanted more attention given to character and citizenship education.

4. 10% stressed the need for better qualified and better paid teachers.

Differences of opinion by population groups were as follows:

1. Persons with children attending school were more critical than those with no children in attendance.

2. Respondents with a college background were most critical of all.

3. Sectionally, residents of the Rocky Mountain and Pacific States were most critical, and Southerners least.

4. Rural people suggested fewer changes than urban dwellers.

Generally, the report accomplished three things:

1. It revealed nation-wide attitudes regarding the public schools and their current problems.

2. It exposed areas of ignorance and misinformation regarding education.

3. It indicated the need for more intensive surveys in various localities.

In 1953, Lindel (3. pp.403-405), in a survey titled, "What's Right With Them", reported the findings from a project involving four hundred and ninety parents representing eighteen selected schools in St. Louis.

When asked to write down items they approved regarding American public schools, parents listed 1447 items which were later classified into eighty-nine categories.

Three findings appeared significant:

1. One hundred seventy-nine parents thought they had good teachers, high in ability, with warm personalities, and who treated each child as an individual.

2. One hundred thirty-five were glad to see modern methods and modern curriculum being used.

3. There was no evidence to show that parents felt there was any subversive teaching done in the classroom.

A more recent American study to appear was reported by Hines and Grobman (4. pp.15-25) in an article entitled, "What Parents Think About Their Schools and What They Know About Them."

Some of the most important findings of this study as summarized by Brimacombe (5. pp.15-17), are as follows:

1. As the distance of the patron's home from the school increased, the feeling for the school deteriorated.

2. The lack of positive feeling toward the school was shared by parents with low economic and education background.

3. The upper income groups were more favourably disposed and held higher expectations for the schools, than did other groups.

4. The lower status groups in a community were generally ignored when schools went to the community for information and help.

Aspects the authors felt the majority of parents should have known about and did not know about were:

1. Philosophy of the school.

2. Local achievement and national achievement.

3. Programs for mental and physical health.

4. Curriculum flexibility.

5. Provisions for exceptional and handicapped children.

6. The selection, rating, qualifications and duties of teachers.

The reaction of nearly 6000 parents to more specific questions regarding their opinions about the school received, to a considerable degree, favourable response. Generally, they approved of the way the

three R's were being taught, the total school program, homework assigned, disciplinary practices, the activity program, and the job the teachers were doing.

Many parents (almost half) thought the financial position of the parent influenced the way a child was treated in school.

Parents with similar educational and financial background, who lived in newly developed suburban areas, were more willing to contribute more toward the support and improvement of school and teachers' salaries than residents in older residential areas.

Life magazine, March 3, 1958, reported a survey completed on American college students to determine their evaluation of the value of Russian Mathematics-Science courses as compared to American Mathematics-Science courses. "Trends in School Public Relations" published a comment about the survey, (8, p.2) which summarized the findings as follows:

"The results of a rather disconcerting survey reported indicates not only that public schools may be held in shockingly low esteem by the United States public, but also that those who are most educated are most easily swayed by propaganda about Soviet education".

The most recent American project of interest on public attitude concerning education has been reported by L.W. Downey (6, pp.1-88). Findings were of particular interest since the survey sample included Albertans. Also, the test instrument employed, the T.P.E. Opinionnaire, was used, recently, by Andrews (7, pp.1-81), in a similar investigation involving only participants resident in

Alberta. The project sought to determine public attitude regarding the precise function of education and the task of the public school according to selected characteristics.

An inventory consisting of sixteen items concerning dimensions of intellectual, personal and productive nature was distributed to a sample drawn from four sections of the United States and Alberta. Specifically, 1286 educators and 2544 non-educators from both the elementary and high school levels were polled. Each participant ranked the items on the scale employed in order of importance as tasks of the school by arranging a prepared series of cards. Following the application of advanced techniques of analysis, the findings revealed what the public perceived to be the task of the public school.

The most outstanding findings reported were as follows:

1. The population concerned was in strong agreement regarding intellectual development as the most important outcome of public schooling.

2. Geographic region was a determiner of educational viewpoint. Albertans favoured emphasis on the intellectual and aesthetic values.

3. Occupation and amount of schooling were the best predictors of educational belief. The greater the amount of schooling and the higher the occupational rating, the more likely the individual was to favour development of the intellect.

4. Age, race and religion were less reliable predictors among the public.

5. Community-type, income, sex and proximity to school were of little value in predicting educational viewpoint.

6. Three groups, with obviously differing viewpoints emerged:

a. High value on intellectual elements, but a low value on productive elements.

b. High value on productive elements, but a low value on social and personal elements.

c. High value on social elements, but a low value on those of personal nature.

II. CANADIAN STUDIES

An informal public opinion survey carried out by Larsen (9, Mimeo.) for the County of Newell in 1954 resembled the present study in some aspects of purpose and design. The instruments and procedure employed in Newell County were designed by H.C. Hand (11. pp.1-149).

The following are findings of interest based on a sixty per cent return of inventories for parents, and a much higher percentage for teachers and students:

1. Generally, parents expressed a mildly favourable attitude towards their educational system.

2. Parents were better satisfied than teachers that pupils were getting value from their studies and that they would be of value in later life.

3. Parents expressed general satisfaction with teaching and disciplinary methods, and the quantity of home-work assigned.

4. A significantly large number of each group felt that more elective subjects like Home Economics and Industrial Arts should be offered.

In 1957, Brimacombe (5. pp.1-54) designed an Attitude Scale which dealt with five components and consisted of twenty-five items designed to measure adult attitude toward the Alberta educational

system. The survey involved a stratified random sample of nearly one thousand Albertans.

The following findings seemed pertinent:

1. Women had a more favourable attitude than men toward the Alberta educational system.

2. The attitude of parents and non-parents was not appreciably different.

3. No difference in attitude existed among persons living in cities, towns, villages, and rural areas.

4. Persons under thirty-five years of age had a more favourable attitude toward education than those between thirty-five and fifty-four years of age.

5. Increasing amounts of formal education resulted in increasingly less favourable attitudes toward the Alberta educational system.

6. Almost half of the respondents wanted changes made in curriculum and teaching methods.

The most comprehensive inquiry into educational matters in Alberta was completed by the Cameron Royal Commission in 1959. A Majority Report contained 280 recommendations based, in part, on 274 briefs and submissions supported by 5000 recommendations from interested groups and individuals (11. p.7). Although the extent of the Report does not permit adequate treatment here, it is notable that a number of findings which revealed public attitude about features similar to those investigated by this study are significant. Reactions of groups involved on similar issues, may be compared to determine the nature of agreement between parent attitudes at

provincial and local levels.

The study conducted by Andrews (7. pp.1-81) in 1959, had two major purposes of equal importance. One was the discovery, according to public opinion, of what the tasks of the Alberta school should be in order of rank. The other sought to discover the degree of agreement or disagreement among and within the participating groups.

The total sample consisted of 426 classroom teachers, 2999 members of the public (a representative sample), 63 superintendents of schools and 155 university professors. The professional and non-professional nature of the groups was basic in the design of the investigation.

The T.P.E. Opinionnaire (6, pp.80-88) was employed to gather data.

Findings of major importance seemed to be as follows:

1. A significant degree of agreement existed among all groups included in the study on those tasks thought to be of most importance both in present practice and desired. These tasks were referred to as those of a basic intellectual nature, which did not mean that the public favoured increased emphasis on what were termed intellectual objectives.

2. Regardless of what objectives the schools of Alberta may undertake, large numbers of Albertans would find cause to disapprove.

3. The groups which agreed most closely with present practices in the schools were the superintendents and professors directly concerned with education.

4. The public felt that there should have been more attention given to classification of elementary pupils preparatory to undertaking high school work.

Menear (12, pp.1-134) surveyed, in 1960, a small sample of Edmonton mothers to determine the effect of pupil achievement on parent attitude toward education. The most favourable ratings were shown by the parents of children who accomplished average achievement. Parents of low achievers were most critical.

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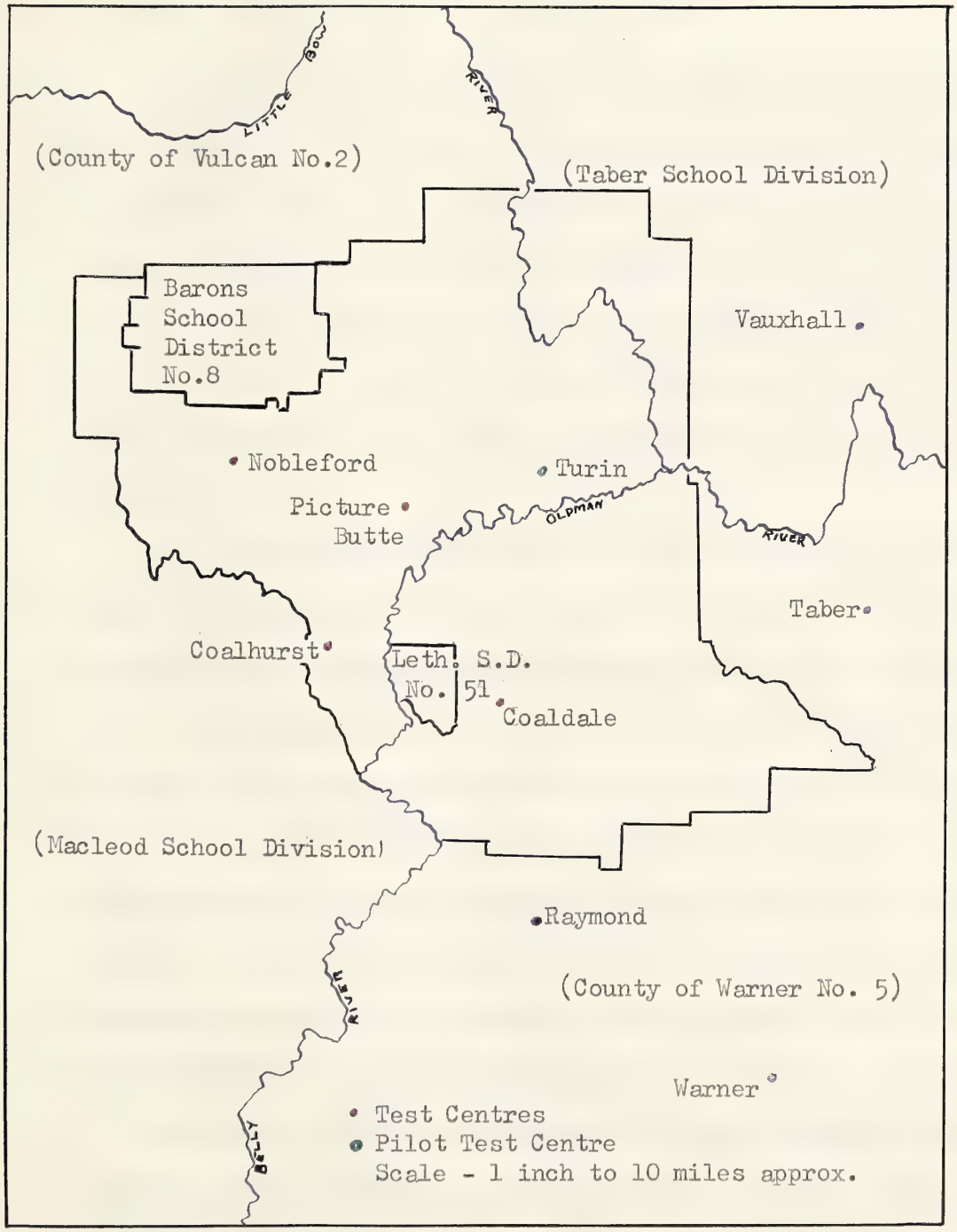


FIGURE 1.

BOUNDARIES OF LETHBRIDGE DIVISION NO. 7

CHAPTER III

THE SURVEY: AREA AND INSTRUMENTATION

I. THE TEST AREA

The Lethbridge School Division No. 7 includes approximately 1200 square miles of land situated in the extreme south-central region of the province. The city of Lethbridge is located near the southwest corner. Barons S.D. No. 8 and Lethbridge S.D. No. 51 are located, in a sense, within established boundaries, but operate independently from the Divisional system. Territory under the Lethbridge Divisional Board's jurisdiction lies entirely within the bounds of M.D. of Lethbridge No. 25.

When the Lethbridge Division was formed in 1937, about seventy school districts were involved in the consolidation. At this time, several one-roomed schools served the educational needs of the farming area. Between 1940 and 1947, the inclusion of six village and consolidated schools was accomplished. During the period that followed, only minor changes in the boundaries were made until 1954, when the establishment of certain co-terminous regions brought about the most extensive change. A considerable reduction in area, though not in population, occurred. The success of the Divisional Board in improving school facilities has been most apparent since 1940.

At present, the system comprises 62 school districts served by 21 schools, two of which have private status. In 1960, a total of 3165 students required the services of 141 teachers. Senior high

school students accounted for 15.6 per cent of total enrolment. Average enrolment per secondary teacher was 20.0 for the same period (1. p.12).

The Economy and the People

Likely, this region would qualify as a typical Alberta school division or county because of what appeared to be normal diversities apparent in nationality, religion, occupation, education and socio-economic status of community residents. Although the primary industry is agriculture, significant numbers of people are employed in manufacturing, marketing and the service trades, particularly, in Lethbridge, Picture Butte, Coaldale and Nobleford. A more specific classification of parents surveyed, according to occupation, has been presented in Table I. Rural and urban sections of the test area were represented about equally.

Organization for Senior High School Instruction

Due to an increased tendency towards consolidation of senior high school facilities of the Division, the result has been that a large majority of students affected is accommodated in schools located at Coaldale and Picture Butte. Instruction up to the grade twelve level is offered at Nobleford and Coalhurst, but to a comparatively smaller number of students. Although three other centres, one of which was used to carry out the Pilot Study, do teach grades 10 and 11, and in the case of Barrhill some grade 12, the students involved were relatively few. Omissions should not be an influential factor since some high school students from each of these school districts were

registered in test centres selected.

Geographically, the sample provided adequate coverage of all sub-divisions.

TABLE I

OCCUPATIONS OF PARENTS SURVEYED

Occupation or Trade	Number of Parents	Percentage of Sample
Farming	36	42.4
Building and Const.	7	8.2
Business-Owners & Ops.	6	7.1
Professional	1	1.1
Service Trades:		
Foremen	2	2.4
Salesmen	3	3.5
Mechanics	4	4.7
Armed Forces Personnel	2	2.4
Civil Servants	6	7.1
Labourers	6	7.1
Others	3	3.5
Unemployed	2	2.3
No Answer Recorded	7	8.2
Totals	85	100.0

II. CONSTRUCTION OF THE OPINIONNAIRES

In several respects, the three opinionnaires designed for use in this survey resemble inventories developed by H.C. Hand for a project outlined in his book titled "What People Think About Their Schools", published by World Book Company, New York, 1948. (2 pp.1-149). Whenever feasible, ideas on procedure and content as proposed by Hand (2),

were incorporated into the final plans, either in original or modified form, whichever best suited the major purpose of this study and the nature of the school system involved.

The Attitude Scale

A five point scale was designed for each of the 23 regular items - open-end type items did not require a scale - to allow for the expression of opinions ranging from very strong agreement at one level, to very strong disagreement at the opposite level. Usually, level one indicated very strong agreement and level five, very strong disagreement. However, it was found necessary to reverse this procedure for items 2, 3, 7, 8, 12, 14 and 15 because acceptable wording could not be achieved without the risk of misleading the respondent. Level three was selected as the intermediate point - the level which the respondent could select to express mixed feeling about the question asked. A space for recording "no opinion," labelled number 6 in every case, was included.

It was found that this scale enabled application of the Chi Square Test to data secured, to determine effectively, the significance of difference of opinion between the various groups and sub-groups.

Arrangement and Nature of Items

The items on the three inventories were arranged in identical sequence to facilitate manual analysis of data, and to report results obtained. By arranging questions in a manner that would eliminate any suggestion or opportunity for the respondent to duplicate his choice

of answer or comment, it was felt that the measure of consistency of opinion among groups could be observed for particular issues. Care was taken in determining the placement of items to ensure the design of the opinionnaire would contribute toward encouragement of the respondents to express frank, unbiased feelings.

Table II illustrates the pattern established for presenting the items on the opinionnaires.

To deal adequately with features associated with the field of curriculum, five items were required. Either two or three items were found to be sufficient for each of the other 11 components of the study. Item four was included in the curriculum section to eliminate the need for a separate section on teaching methods used in presenting subject matter in the classroom.

Open-end type items, designed to solicit personal opinion, were included in appropriate places on the opinionnaires to secure a more precise measure of group attitude on basic issues. The exact nature and extent of criticism was revealed for each group and sub-group included in the survey.

Parts (a), and (b) of item 25 were included to determine a more specific expression of group opinion on the single features of the school most liked, and least liked. Items 1 and 25(c) were intended as instruments to obtain a general indication of public attitude about the performance of their schools while other items were designed to isolate specific areas of agreement or disagreement.

TABLE II

IDENTIFICATION OF SUBJECT AREA INVESTIGATED
BY OPINIONNAIRE ITEM NUMBER

Item Number	Subject Area Investigated
1	General Attitude
2 (a), (b)*	Discipline
3	Recreation
4	Curriculum (Methods)
5	Public Relations
6	Achievement
7	Educational Costs
8	Homework
9	Personnel
10 (a), (b)*	Facilities
11	Personnel
12 (a), (b)*	Curriculum
13	Public Relations
14	Discipline
15	Recreation
16	Curriculum
17 (a), (b)*	Achievement
18	Facilities
19	Homework
20	Personnel
21 (a), (b)*	Supervision
22	Curriculum
23	Educational Costs.
24	Supervision
25 (a)*, (b)*	Specifics
25 (c)*	General Attitude.

*Indicates an open-end type item.

III. THE PILOT STUDY

Procedure Followed

In order to determine the usefulness of the opinionnaires as test instruments, a trial run was arranged at the Turin school.

The three test groups consisted of five senior high school students, their parents and three teachers engaged in instruction at the senior high school level.

The principal acted as the supervisor giving necessary instructions to students and teachers. Special sheets of instructions were prepared for him, setting out all necessary information and the order of procedure to follow. (See Appendix D) Teachers completed the prepared evaluation sheets after completing the questionnaires. (See Appendix E) Parents received questionnaires accompanied by specially prepared evaluation sheets, by mail. (See Appendix F) They were requested to return these as early as possible. A self-addressed, stamped envelope was included for use.

Results

A study of the answers recorded on the evaluation sheets and opinionnaires received from each group, gave no indication that any revision was necessary or desirable. Some further observations were made:

a. The average time for completion was 25 minutes for each group.

b. In all but two instances, opinionnaires were completely filled out.

c. Respondents thought carefully about indicating their feelings. Some answers were struck out in favour of second choices.

d. No one indicated difficulty in understanding the meaning of any item, nor were any omissions suggested.

e. Teachers and students felt that respondents would record honest opinions.

f. There was no evidence of irregularities such as the choice of the same answer consistently, numerous blanks or meaningless comments.

g. Generally, all concerned were interested and co-operative.

IV. SELECTION OF THE SAMPLES

Table III reveals the size, by sex, of student enrolments in the senior high grades for those schools participating in the study.

To avoid a situation where two students from the same family would be selected, and to ensure that each district parent would be guaranteed equal possibility to participate, only one student from each family appeared in the list to be used for selecting the student sample. Where two or more from the same family were found to be in attendance at the same centre, the student registered in the highest grade was retained. In two cases of twins, random choices were made.

The Sample

To select the student sample, the procedure, and the Table of Random Numbers published in the text by Edwards was used.

(3. pp.192-196) The drawing procedure was continued beyond the figure of 100 to provide alternate names for each centre in the event that some selected students refused to participate, or were absent when polling occurred. Eventually, ten of these alternates were required.

TABLE III

STUDENT ENROLMENT OF PARTICIPATING HIGH SCHOOLS

Grade	Coaldale		Picture Butte		Nobleford		Coalhurst		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
10	35	28	27	24	14	6	9	7	150
11	28	19	20	18	7	5	8	5	110
12	29	28	45	28	6	4	5	6	151
Totals	92	75	92	70	27	15	22	18	411
	167		162		42		40		411

Table IV describes the nature of the student sample according to the number, sex, grade and school attended. Equal numbers of boys and girls occurred, and representation by sex from each grade was almost equal. Although this was not true by centre, no school contained a significantly larger number of either sex in the sample. Grade twelve students provided 42% of the total number while grades 10 and 11 were equally represented at 29% each.

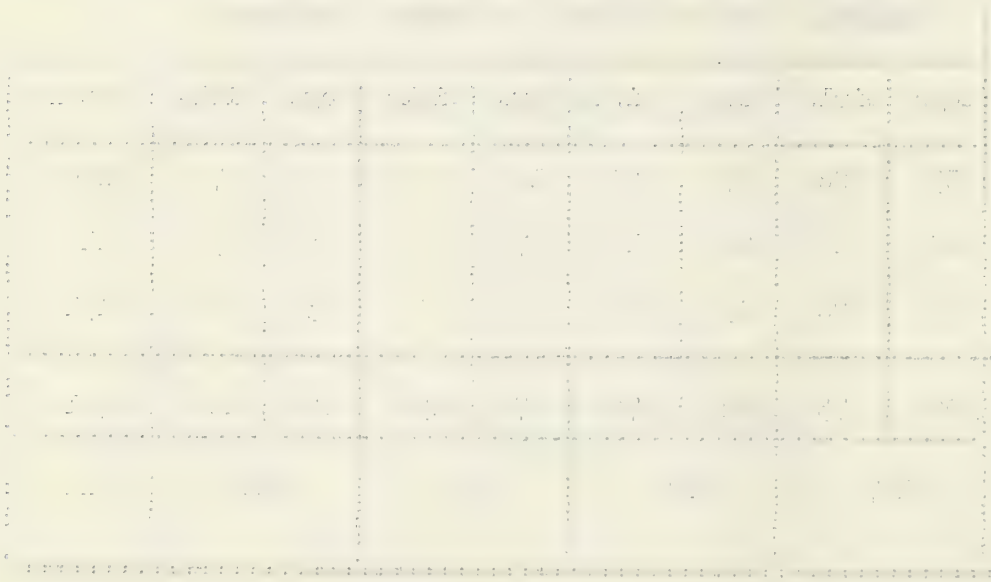


TABLE IV

CHARACTERISTICS OF THE STUDENT SAMPLE PRODUCED
BY USE OF TABLE OF RANDOM NUMBERS

	Coaldale		Picture Butte		Nobleford		Coalhurst		
Grade	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Totals
10	8	6	3	4	2	3	1	2	29
11	9	4	2	7	3	2	1	1	29
12	7	7	13	10		1	1	3	42
Totals	24	17	18	21	5	6	3	6	50
	41		39		11		9		100

The parent sample consisted of parents of the 100 participating students. A total of 31 teachers instructing at the senior high school level in the four schools concerned, made up the teacher sample.

These three group samples made up the total sample to be polled.

V. THE GROUPS ARE POLLED

Preparations

On request, the Divisional Board granted permission to gather the necessary data from the teachers and students involved.

Each principal concerned was visited well in advance of the intended date of polling to arrange the procedure for his school centre. Tentative arrangements for date, time, location and supervisor were completed for each school. Particular care was exercised to ensure

that discussion of the content contained in items on the opinionnaires would not occur between respondents and those in charge of polling duties.

Students were instructed by supervisors to encourage their parents to complete the opinion inventory independently, unless parents required assistance due to a language problem.

Supervisors engaged to carry out the polling procedure at their respective schools for the student and teacher groups were provided with a duplicated sheet of directions to follow for polling each group. (See Appendix D)

Materials distributed to each supervisor included the following items:

1. Necessary number of addressed envelopes and opinionnaires, packaged, sealed and labelled separately for each population sample. These packages included extra forms in case of need.
2. Postage stamps to be supplied to teachers if requested.
3. Memo of instructions.
4. Register of participating teachers.
5. Register indicating the names of the students to be polled and the list of alternate names to be used in cases of absenteeism or refusal to participate.

A personal letter of explanation was mailed to each participating teacher in order that it would be received shortly before the pre-arranged date for the staff meeting, at which the poll was to be conducted. (See Appendix G)

Conduct Of The Polls

Students completed their opinion inventories at the prescribed times and places, and according to the exact directions outlined. There were no irregularities or difficulties reported. A total of ten alternate names was required to replace absentees. One hundred opinionnaires, representing 100 per cent of the student sample were forwarded, shortly after completion, by the supervisors.

Teachers from each participating centre were polled at special staff meetings. One hundred per cent of the teachers polled returned completed opinionnaires.

Three days after completion of the Students' poll, a package containing a Parent opinionnaire and a self-addressed, stamped envelope was dispatched to the parents concerned. This delay was essential to determine the exact nature of the Parent group resulting from the use of alternate student selections for the Student poll. Two packages were returned. These were re-addressed to reach parents in new locations.

One week after inventories were mailed to parents, a plan to encourage their prompt return was put in operation. Each parent was requested by telephone, or postcard to return his opinionnaire promptly, if he had not already done so. In addition, special student registers, which resulted in an extra reminder by students to tardy parent participants, were circulated among eligible students.

Although 89 of the parent forms were received finally, only 85 were used, since four arrived too late to be included for analysis.

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CHAPTER IV

ANALYSIS OF DATA

A few instances occurred where editing of a minor nature was necessary prior to tabulation of data.

All data were scored manually.

I. SELECTION OF SUB-GROUPS

One of the major purposes of this study was to subdivide the parent, student and teacher groups according to selected characteristics such as age and sex, then determine whether differences found to exist in attitudes of resulting sub-groups were significant at an acceptable level of probability.

As a result, provision was made to establish the necessary sub-groups by including a page in each opinionnaire which requested the respondent to record the necessary personal data. (See Appendixes A, B, C.) These data were consolidated into appropriate tables for Parents, Teachers and Students, in order that some reliable indication could be secured, for selection of characteristics suitable for the conduct of comparisons within each of the three main groups.

Table V, shows the composition of the Student sample according to characteristics of age, sex, grade, achievement, help received from parents and the frequency of unpleasant encounters with teachers and principal. Since a very high percentage (89 per cent), of the student group indicated that they got along either very well, or well with

TABLE V

CHARACTERISTICS OF THE STUDENT SAMPLE

Sex and Gr. of Students	Characteristics (See Appendix B): Average Report Card Grades Received: H and A	A and B	B and C	C and D	Get Along with Teachers-Principal: Very Well	Well	Some Trouble	Trouble Often	Amount of Parental Help Received: All Necessary	Most	Some	Little	None
Boys													
Gr. 10	2	11	1			12	2			6	2	4	2
Gr. 11	1	8	5	1	2	8	5		4	2	4	4	1
1st.Yr. Gr.12	1	9	7	1	7	9	1	1	3	3	5	4	3
2nd.Yr. Gr.12			1	2		3						2	1
Total	4	28	14	4	9	32	8	1	7	11	11	14	7
Girls													
Gr. 10	4	8	3		4	11			1	4	5	4	1
Gr. 11	2	7	5		7	5	2		2	4	2	5	1
1st.Yr. Gr.12	3	7	9		7	12			2	7	4	4	2
2nd.Yr. Gr.12		1	1			2				2			
Total	9	23	18		18	30	2		5	17	11	13	4
Grand Totals	13	51	32	4	27	62	10	1	12	28	22	27	11

their teachers and principal, it was felt pointless to compare student attitudes on the basis of this characteristic. Comparisons were conducted within the Student group on the basis of the other four characteristics reported.

Table VI classifies teacher participants according to sex, age, nature of instruction offered at the grade twelve level, years of teaching experience and university training completed.

Possibly, if a more even distribution according to sex had occurred, the basis for comparisons of attitudes between male and female teachers would have been more justifiable. However, control of this factor was impossible.

Table VII describes the Parent Sample by indicating frequencies for characteristics concerned with schooling, age, sex and length of residence in present school district. The table revealed that 75 parents (88 per cent of the group), were resident in their present school district for a period in excess of five years. Due to the absence of a favourable distribution, comparisons involving length of residence were not attempted.

Significant differences in attitude discovered between sub-groups established on the basis of the other four characteristics have been reported in Chapter V under the appropriate heading.

TABLE VI

CHARACTERISTICS OF THE TEACHER SAMPLE

Age and Sex	Teach any Grade 12 Departmental Examination Subjects		Years of University Training Completed						Years of Teaching Experience Completed				
									Between				More
Male	Yes	No	1	2	3	4	5	6	1-3	3-6	6-10	10-15	
Under 30		2	1	1					1	1			
In 30's	5	4		2		3	3	1		1	1	4	3
In 40's	3	2				4		1		1		1	3
50 or over	4	2				4	1	1		1			5
Total	12	10	1	3		11	4	3	1	4	1	5	11
Female													
Under 30	2	3		3	1		1		3	2			
In 30's													
In 40's	1	1				2						1	1
50 or over	1	1				2						1	1
Total	4	5		3	1	4	1		3	2		2	2
Grand Totals	16	15	1	6	1	15	5	3	4	6	1	7	13

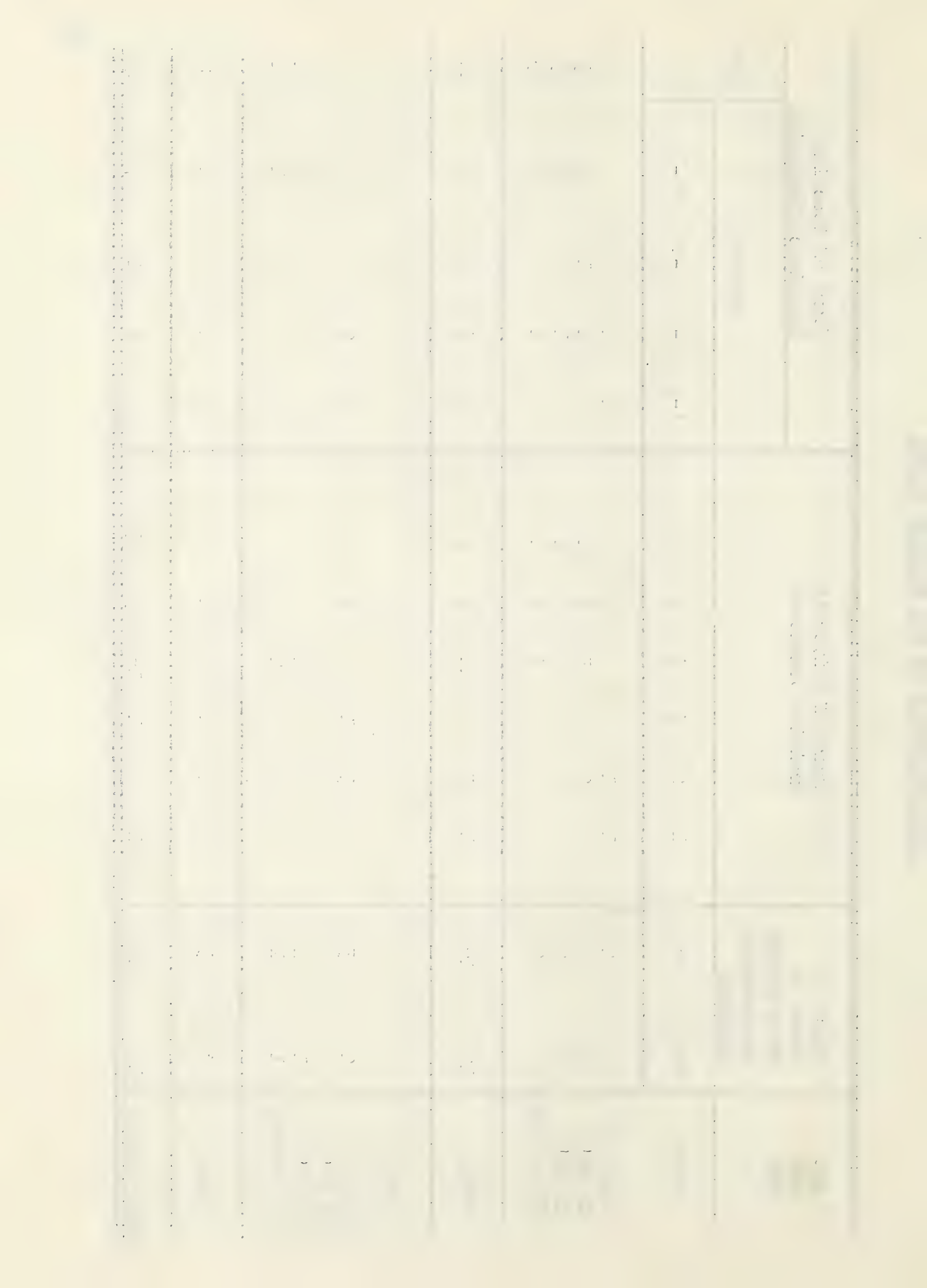


TABLE VII

CHARACTERISTICS OF THE PARENT SAMPLE

Gr. Level of oldest child of Parent Participants	Characteristics (See Appendix A)												
	Level of Schooling Completed						Belong to Age Group				Years Residence in Present School Dist.		
	Elem.	Jr. High	Some Sr. High	Grade 12	Bus. or Spec.	Univ.	30's	40's	50's	Older	Less Than 5	From 5 to 10	10 or more
Fathers													
Gr. 10.	3	2			3			7	1		1	2	5
Gr. 11	4	1	5		2			8	3	1	1	2	9
1st. Yr. 12.	4	3	4		3	1		10	5			3	12
2nd. Yr. 12.			1						1				1
TOTAL	11	6	10		8	1		25	10	1	2	7	27
Mothers													
Gr. 10	9	1	3	1	4		2	14	2		2	5	11
Gr. 11	3	3	4	2	1		3	8	2		5	1	7
1st. Yr. 12	7	3	3		3	1	1	12	3	1	1	1	15
2nd. Yr. 12	1								1				1
TOTAL	20	7	10	3	8	1	6	34	8	1	8	7	34
GRAND TOTALS	31	13	20	3	16	2	6	59	18	2	10	14	61

| | | |

II. TREATMENT OF THE DATA

Statistical Treatment

In order to provide a more exact indication of group attitude on each issue, the median level of satisfaction according to the attitude scale employed was calculated. The difference in median values was reported where suitable, for comparisons conducted between and within groups.

Visual inspection of tabulated data made apparent those differences in the opinions, which existed among the groups on identical items. In order to determine more precisely the validity of these apparent differences in attitudes among groups, a test for the significance of difference was selected to treat the necessary data. The Chi Square Test as proposed by Siegel (1. p.108) was selected as the most suitable instrument. Correction for Continuity was made when frequencies had to be cast into a 2 x 2 contingency table with a total frequency in excess of 40. In four instances it was necessary to employ the Fisher Exact Probability Test (1. p.109) to determine a more accurate level of probability. This was made necessary by the occurrence of 2 x 2 contingency tables having a cell with an expected frequency of less than five, and a total frequency (N) of between 20 and 40.

Data were cast, appropriately, into contingency tables for each attitude comparison conducted among Parent, Teacher and Student groups, and for all comparisons required for the twelve sub-groups established. Level 6 (No Opinion) was not considered a part of the

attitude scale for purposes of expressing median values or applying tests for significance. With the exception of very few cases, these tables were of a 2 x 3 pattern which produced two degrees of freedom (df).

The value of Chi Square (χ^2), was computed by employing, when appropriate, formulas as recommended by Edwards (2. p.133) and Siegel (1. pp.108-109):

a. $$\chi^2 = \frac{(F_o - F_e)^2}{F_e}$$

(See Edwards)

b. To Correct For Continuity:

$$\chi^2 = \frac{N(|AD - BC| - \frac{N}{2})^2}{(AB)(CD)(AC)(BD)}$$

(See Siegel)

c. Where N was between 20 and 40, and $F_e < 5$ in any cell, the Fisher Exact Probability Test was used:

$$p = \frac{(A\,B)!\,(C\,D)!\,(A\,C)!\,(B\,D)!}{N!\,A!\,B!\,C!\,D!}$$

(See Siegel)

In each case the value (p) was determined. (p represents the probability of entirely chance occurrence of the distribution observed).



Two values of (p) were selected to interpret the significance of difference. A value of p greater than .05 ($p > .05$) indicated no significant difference between the groups being compared relative to the criterion. Differences were considered significant when p was found to be less than .05 ($p < .05$). If differences were found to be significant at p = .01 level, or lower, they were considered to be very significant and reported as such. (Differences are very pronounced).

Specifically, when the value of χ^2 was found to be large enough to indicate a level of probability of .05 or lower ($p \leq .05$), the difference was considered significant for purposes of this study. When very significant differences were discovered ($p \leq .01$), they were reported. Differences which were found to be nonsignificant at an acceptable level of p ($p > .05$), were not dealt with any further.

III. OPEN-END TYPE ITEM ANALYSIS

Special analysis of these data were made necessary due to their diverse nature. Comments recorded by each group, for each of these items, were listed separately, according to sex, and what was felt to be one other important characteristic. After careful study of these data, what were deemed suitable classifications were selected to permit preparation of a summary of criticisms or suggestions. To illustrate more specifically the nature of critical group elements (sub-groups), and their relationship to one another for each item, a table containing relevant data preceded a summary.

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CHAPTER V

FINDINGS

Introduction

This investigation examined the specific nature of the attitudes of a selected sample of parents, teachers and students on educational issues of general public interest concerning the performance of high schools in the Lethbridge School Division. Eligible participants were limited to those senior high school students, their parents and teachers from the four schools involved.

Opinionnaires, designed to poll participants of the three groups separately, contained 32 items to deal with the twelve components of the study outlined in Chapter IV. (See Appendixes A, B, C).

Data submitted by respondents were analyzed to determine, if significant differences in attitudes on the various issues investigated existed between selected elements within each group, as well as among groups.

In reporting findings, items are treated under their appropriate subject heading. (See Table II). By adopting a system of reporting the findings for each component under separate sections, it was possible to present a detailed summary for each of the twelve areas examined, in addition to the general summary.

General Attitude

The first question respondents were required to answer was designed to appraise their over-all general attitude towards the job of

the schools. The placement - first - of this item was intentional in order that opinions could be secured prior to any opportunity for critical comment. Results achieved were valuable in assessing the seriousness of later complaints, or ratings which indicated dissatisfaction.

Item 25(c), the last item on the opinionnaire, invited suggestions for improvement after an expression of attitude had been registered on all other questions. Group opinions expressed by these data made it possible to determine consistency of group thinking, when comparisons were made with attitudes expressed previously (Item 1). Also, features of the system which were generally unsatisfactory were easily detected.

The text of items used to determine general attitude is as follows:

Item 1. In general, are you satisfied or dissatisfied with your school?

Item 25(c). If you have any suggestions for improvement, what are they?

Table VIII, indicates that, in general, the public involved in the survey was satisfied with the performance of high schools in the Lethbridge School Division. When each group was considered separately, approximately 70% of the parents, 45% of the students and 65% of the teachers were either satisfied, or very well satisfied. The remainder of parents and teachers, with but two exceptions, expressed mixed feelings. Students were the most dissatisfied. No one was very dissatisfied.

Parents were the most satisfied group (M.L.S. = 2.1). Teachers shared about the same opinion, but students, although not generally dissatisfied - 12 per cent selected level four - were not willing to rate their schools as highly. Forty-one per cent preferred to indicate some reservations by selecting level three.

TABLE VIII

LEVEL OF GENERAL SATISFACTION WITH THE SCHOOLS BY GROUP

Item I.	In general, are you satisfied or dissatisfied with your school?					
	Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N
1	10	11.8	8	8	3	9.7
2	50	58.8	37	37	17	54.8
3	24	28.2	41	41	10	32.2
4	1	1.2	12	12	1	3.2
5						
No opinion			2	2		-
*M.L.S.	2.1		2.6		2.3	

*Item abbreviated: M.L.S. (Median Levels of Satisfaction)

One difference (.5) in Median Levels of Satisfaction between the parent and student groups was found significant ($p = .01$), which indicated that parents were considerably more satisfied than students,

with the performance of their high schools (Item 1). Differences in attitudes within the parent, teacher and student groups were found nonsignificant ($p > .05$) for each characteristic examined - those selected from data presented in Tables V, VI, and VII to establish sub-groups. Group feeling on this issue (Item 1) was quite consistent.

To illustrate, more specifically, the frequency of response from particular segments of each group for item 25c, number responding, and corresponding percentage figure (percentage of all participants in this category who could have replied) are shown in Table IX. Teachers were slightly more suggestive than students. Parents, the most satisfied group (M.L.S. = 2.1) according to Item 1, had considerably fewer improvements to suggest. Boys were more responsive than girls, particularly those in grade 10. The most responsive element was male teachers - over 80 per cent at all age levels.

In most cases, participants who recorded answers to question 25(b) also recorded suggestions for improvement (Item 25c). On the basis of group opinion, suggestions for improvement appeared to be corrective measures aimed at eliminating many of the least liked features mentioned in question 25(b).

Suggestions submitted for Item 25(c) are summarized as follows:

Fathers were most interested in improving some aspect of the school program while mothers suggested improved physical facilities. Several parents of both sexes indicated that guidance and personal development services were unsatisfactory. The five most common suggestions mentioned by fathers were:

TABLE IX

FREQUENCY OF RESPONSE OBTAINED BY GROUP AND SELECTED CHARACTERISTIC FOR ITEM 25(c): WHAT SUGGESTIONS FOR IMPROVEMENT DO YOU HAVE

Parents N = 85				Students N = 100			Teachers N = 31		
Sex	Grade Child Attends	Response No.	Response %N	Grade	Response No.	Response %N	Age	Response No.	Response %N
M	10	4	50	10	11	79	Under 40	9	82
M	11	5	42	11	9	60	In 40's	4	80
M	12	11	69	12	14	67	50 or over	5	83
F	10	8	44	10	8	53	Under 40	1	20
F	11	5	38	11	7	50	In 40's		
F	12	5	28	12	14	67	50 or over	1	50
TOTALS		38	45		63	63		20	65

a. Improved methods for selecting and training teachers.

b. Stricter enforcement of the laggard policy.

c. Smaller classes.

d. Broader school program which would eliminate need for correspondence courses.

e. Increased participation in Home and School.

Mothers suggested:

a. Improvements to heating, lighting, and ventilation.

b. Better gymnasiums, a cafeteria and a library.

The tendency of parents to register similar opinions to those expressed here (Item 25c) was detected in other parts of the study which examined related issues.

Suggestions for improvement offered by students showed close correlation with features of the school that they disliked. The two most common suggestions made by boys, recommended:

a. Better sports facilities.

b. Improved recreational program.

For girls were:

a. Better qualified teachers.

b. Extension of the school program to include elective courses in guidance, art and drama.

For both boys and girls combined, common suggestions were:

a. Improvements to facilities, specifically, heating, grounds, parking area, cafeteria, showers.

b. Better qualified teachers with more experience. Generally members of the student group were most concerned about an improved recreational program, better qualified teachers and better physical facilities, and in that order of importance.

Female teachers (2), suggested more democratic administration and increased efforts to develop better student attitudes towards teachers and school. The six most common suggestions made by male teachers - a much more responsive group - were:

a. Improved practices and facilities for student counseling to include regular parent-teacher interviews conducted in larger centralizations designed to separate the academic from the non-academic students.

b. Better qualified teachers should be paid more competitive salaries and should have housing facilities provided to encourage permanence.

c. Administrative policy should be more strict, particu larly for the "laggard", yet it should be more democratic. Also, a more suitable method of handling extra-curricular activities should be devised.

d. Teacher supervision and inspection should be minimized.

e. Library services and the student record system should be improved.

f. The school day should be lengthened.

Generally, these suggestions, predominantly of male origin, indicated that teachers were anxious to improve the quality of educational

offerings by changing the nature of school organization, so that better teachers could instruct without interference from supervisory authorities, under administrators who were stricter with students, yet more democratic towards teachers.

In summary, the attitude of the public involved towards the operation of their high schools was one of general approval. Parents and students differed, markedly, on the degree of satisfaction expressed. Parents usually held the most favourable opinion; seventy per cent of this group were either satisfied, or very satisfied. Numerous, and varied suggestions for improvement were offered. Parents and students were most often concerned with improved facilities and teacher personnel. Suggestions by teachers were most frequently concerned with program, instructional improvement and administration.

Discipline

Methods of control employed by school personnel to regulate student conduct are often the cause for serious home-school controversies at the local level. Effects of poor relationships resulting from differences in viewpoint are not conducive to maintainence of an effective learning atmosphere in the classroom. If serious differences of opinion do exist, they cannot be resolved advantageously unless proper authorities are aware of their existence, nature and specific location.

The following items sought to determine the attitudinal situation in the test area by devoting particular concern to the amount

and kind of discipline preferred, apparent weaknesses, and consistency of uniform practice among teachers:

Item 2(a). In general, is the discipline in your school too strict or not strict enough?

Item 2(b). If there are things about the discipline in your school that you don't like, what are they?

Item 14. Do differences in the discipline among the different teachers (some too strict, others not strict enough) keep students from getting as much out of their school work as they might?

Data presented for item 2(a) in Table X discloses that discipline tended to be too lax in the high schools. Parents and teachers were in close agreement (M.L.S. = 3.5), but students, the individuals most directly affected by these measures were not as critical (M.L.S. = 3.2). Generally, they seemed to think that discipline should be stricter, but not to any appreciable degree. There was only slight indication, mainly by students (9 per cent), that discipline was too strict. It was noteworthy that such a high percentage of the teachers (45 per cent), felt that the discipline they were responsible for administering was not strict enough. Response to item 14 pointed out, that an impressive percentage of every group felt differences in disciplinary practice among teachers, did exist, usually, about half the time according to Median Levels of Satisfaction as shown in Table X. However, 27 per cent of the parent group and 37 per cent of the student group attached even more importance to this feature (Item 14) as a retarding factor. Although the attitudes of the teachers

on item 14 were found to be the most consistent, this was not particularly prominent. About 61 per cent of the teacher group elected to find rather serious fault with uniformity in their disciplinary practices.

Only one difference in attitude between groups for items 2(a) and 14, which could be established as significant ($p \leq .05$) was discovered. Compared to students, parents felt that stricter disciplinary measures were necessary.

When comparisons of attitudes were carried out within groups for each of the selected characteristics on items 2(a) and 14, only three of the differences in opinion could be established as significant at acceptable levels ($p \leq .05$). Table XI discloses, that for item 2(a), a difference in feeling (.6), found significant at $p = .05$, was discovered between teachers with four or more years of university training, and those with a lesser amount. Better trained teachers, (four or more years university training), most likely university graduates, were quite pleased with discipline as it was, while their colleagues expressed need for firmer measures. Also, attitude of teachers with 10 or more years of teaching experience was found to differ markedly, ($p = .01$) with attitude of less-experienced teachers. More experienced teachers were, as a group, favourable toward retaining the status quo. Less experienced teachers urged a stricter approach. This was the most valid difference discovered in attitudes on discipline. Examination of item 14 produced only one difference (.2) in attitude within the parent group which was found significant at $p = .05$ level.

TABLE X

LEVELS OF SATISFACTION WITH DISCIPLINE BY GROUP AND ITEM

Item	2(a) Is the discipline in your school too strict, or not strict enough?						14. Do differences in discipline among teachers hinder student progress in school?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1			2	2			7	8.2	10	10		
2	2	2.4	7	7			16	18.8	27	27	5	16.1
3	43	50.6	64	64	17	54.8	24	28.2	38	38	14	45.2
4	33	38.8	24	24	13	42.0	22	25.9	22	22	8	25.8
5	3	3.5	2	2	1	3.2	5	5.9	2	2	1	3.2
No opinion	4	4.7	1	1			11	12.9	1	1	3	9.7
*M.L.S.	3.5		3.2		3.5		3.0		2.8		3.2	

*Item abbreviated: M.L.S. (Median Levels of Satisfaction)

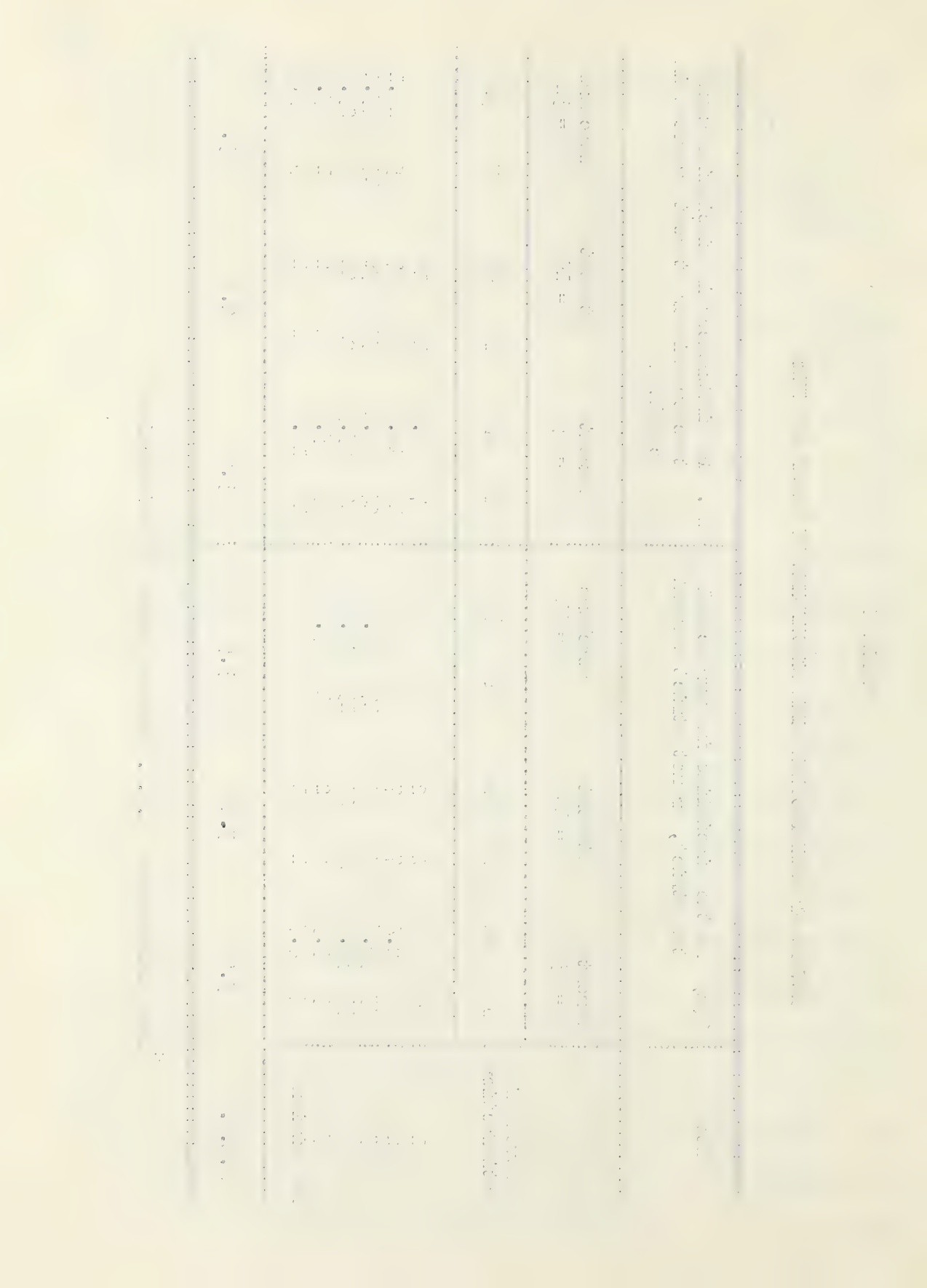


TABLE XI

SIGNIFICANT DIFFERENCES IN ATTITUDE WITHIN GROUPS, IDENTIFIED WITH CHARACTERISTIC EXAMINED, FOR DISCIPLINE

Item	2. Is discipline in your school too strict, or not strict enough?			
	Parents		Teachers	
Characteristic Examined	D (1)	Sub-Group Most Satisfied	D (1)	Sub-Group Most Satisfied
Schooling (University)			.6*	4 years or more
Teaching Experience			.5**	10 years or more
	14. Do differences in disciplinary methods among teachers hinder student progress in school?			
Grade Child Attends	.2*	12		

*Significant at p = .05 level.

**Significant at p = .01 level.

(1)Item Abbreviated: D. Difference Between Median Level of Satisfaction Values.

Parents with students in grades 10 - 11 were generally more critical of teachers' methods of executing discipline than parents with students attending grade 12. Differences in attitudes between student sub-groups were found to be nonsignificant ($p > .05$) for items 2(a) and 14.

Table XII illustrates the number of respondents from each group, classified according to characteristics of sex, age and grade of child, who submitted suggestions for item 2(b). Teachers, according to percentage comparisons were the most critical group, and male teachers, with the exception of those between 40 and 50 years of age, were the most critical sub-group. Over half of the student group (55 per cent), indicated dissatisfaction with discipline in some respect. Boys, particularly those in grade 12, were more dissatisfied than girls. Male parents were the most critical element in the parent group, which was most satisfied of all groups. (36.5 per cent of the group replied).

Analysis of suggestions recorded for item 2(b) revealed the most common faults to be as follows: Noise, lack of respect for teachers, cheating, tardiness, misbehaving, progressive education and failure to check homework were listed as reasons for dissatisfaction. Parents who replied were, generally, agreed that discipline was too lax in the classroom. Only one parent felt that discipline was too strict, "sometimes".

Over half of the students - the majority boys - recorded complaints about discipline. The most common criticism offered by boys labelled several teachers as poor disciplinarians, unable to maintain classroom control. Generally, boys felt discipline should be more strict. Except for a few instances, the spirit of boys' suggestions appeared sincere and constructive. Girls - particularly those in grade twelve - were in close agreement with boys who felt that too

TABLE XII

FREQUENCY OF RESPONSE OBTAINED, BY GROUP AND SELECTED CHARACTERISTIC, FOR ITEM 2(b): THINGS ABOUT THE DISCIPLINE IN YOUR SCHOOL THAT YOU DON'T LIKE

Parents N = 85				Students N = 100			Teachers N = 31		
Sex	Grade Child Attends	Response No.	Response %N	Grade	Response No.	Response %N	Age	Response No.	Response %N
M	10	3	38	10	8	57	Under 40	9	82
M	11	6	50	11	9	60	In 40's	3	60
M	12	8	50	12	14	67	50 or over	5	83
F	10	3	17	10	7	47	Under 40	4	80
F	11	7	54	11	6	43	In 40's		
F	12	4	22	12	11	52	50 or over	1	50
TOTALS		31	36.5		55	55		22	70.9

many of their teachers were lax and inconsistent disciplinarians. Girls from grades 10 and 11 did agree with their classmates, but not as closely, and chose to criticize some of the school regulations. The reaction of over half the student group indicated preference for a stricter type of discipline, consistent in nature among teachers and administered in such a fashion that classroom control by their teachers would be obvious. This finding was not in complete agreement with the general student attitude expressed in item 2(a). The three most common dislikes about discipline mentioned by teachers (70.9 per cent responded), were: weak, inconsistent practices of some teachers and principals, students' lack of respect for teacher authority and school property, and favouritism shown toward children of influential parents.

In general, the opinions expressed by the three groups for items 2(a), 2(b) and 14 indicated that discipline and disciplinary methods were unsatisfactory in the high schools of the Lethbridge Division. Although most parents felt that discipline was unsatisfactory, comparatively few (36.5 per cent) were willing, or able to record specific faults. Student reaction was opposite, as more than half the group (55 per cent) offered criticisms when given the opportunity to comment. Significant differences in attitudes on discipline among and within groups established that:

(a). Parents were the group most dissatisfied with discipline.

(b). Teachers with more training and longer experience were more satisfied than their counterparts.

(c). The parent sub-group with students in grades 10 and 11 were the most displeased element with uniformity in disciplinary methods.

Recreation

Normally, educators seldom dispute the premise that suitable recreational activity is a valuable supplement to the regular school program since it assists in the development of mind and body. However, it is not uncommon for controversy to occur among groups most directly concerned, on matters regarding nature and extent of such activity. Due to its social function and superior facilities the school is usually the community agency which assumes responsibility for sponsorship of a sizeable portion of this program. Since local school authorities enjoy much latitude in conducting recreational programs for students, it is possible for over-emphasis to occur in this area resulting in disaster, academically, for some students.

The following items were included to determine group attitudes regarding adequacy and value of recreational activity in the local high school:

Item 3. Does the student take part in as many student activities (clubs, parties, athletics, etc.) at school, as you think he should?

Item 15. Do you feel that the sports and social activities sponsored by your school make it difficult for the student to do his best in school subjects?

According to Table XIII, 22.6 per cent of the teacher group felt that students participated in too many social activities. However, close to one-half of each of the three groups were pleased with the situation as it was; the program was adequate. Many students (48 per cent) were not as satisfied; this element wanted to participate to a greater extent. A considerable portion of the parent group (25.9 per cent) agreed with this student element. Generally, the Median Levels of Satisfaction indicated parents and students favoured somewhat more opportunity for social activity, while teachers felt slightly less would suffice.

Table XIII also reveals, for item 15, that parent and student groups held the opinion that sports and social activities did not affect student progress in school to any appreciable degree, but teachers, although not generally critical were not as agreeable - 38.8 per cent were very critical.

Table XIV illustrates the important differences in attitude between groups discovered for items 3 and 15. Differences in attitude between teachers and both other groups were found very significant ($p = .01$) on items 3 and 15. Students were definitely not as satisfied as parents or teachers, particularly teachers, with their opportunity to participate in social activity. In addition, teachers - the most dissatisfied group - expressed pronounced differences ($p = .01$) with parents and students over harmful effects of social activities on students' academic progress.

TABLE XIII

LEVELS OF SATISFACTION WITH RECREATION BY GROUP AND ITEM

Item	3. Do students take part in as many school, social activities as they should?						15. Do school sports and social activities interfere with the academic progress of students?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1			1	1	2	6.5						
2	2	2.4			5	16.1	3	3.5			2	6.5
3	58	68.2	50	50	16	51.6	6	7.1	4	4	10	32.3
4	16	18.8	37	37	3	9.7	40	47.1	44	44	17	54.8
5	6	7.1	11	11			34	40.0	46	46	2	6.5
No Opinion	3	3.5	1	1	5	16.1	2	2.4	6	6		
*M.L.S.	3.3		3.6		2.8		4.3		4.4		3.6	

*Item abbreviated: M.L.S. (Median Levels of Satisfaction)

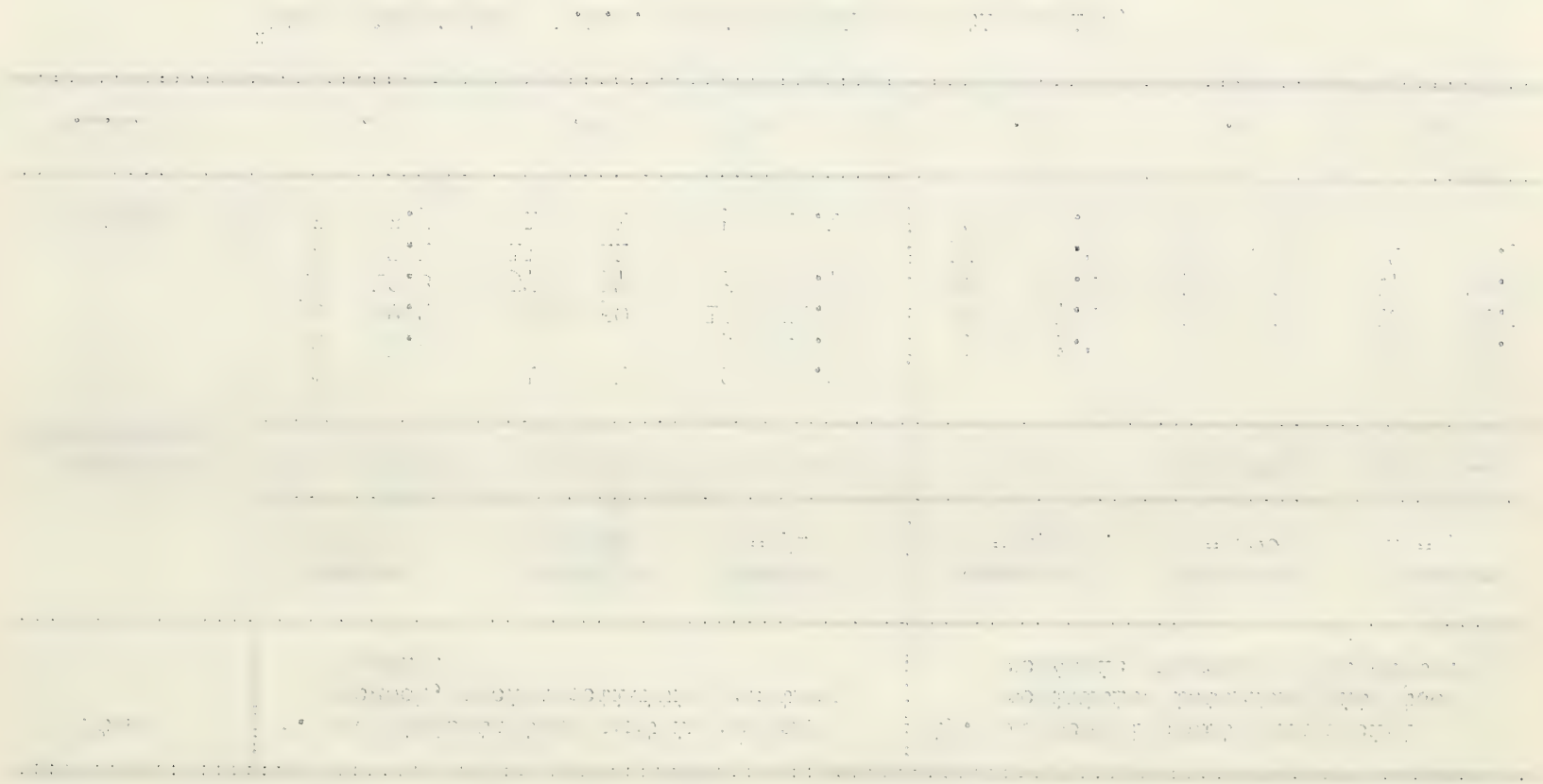


TABLE XIV

SIGNIFICANCE OF DIFFERENCES IN ATTITUDES BETWEEN GROUPS ON RECREATION

Item	3. Do students take part in as many school sponsored social activities as they should?		
	Comparisons		
	Parents with Students	Parents with Teachers	Students with Teachers
Difference M.L.S.V. (1)	.3*	.5**	.8**
G.M.S. (2)	Parents	Teachers	Teachers
	15. Do sports and social activities interfere with the academic progress of students?		
Difference M.L.S.V. (1)	.1	.7**	.8**
G.M.S. (2)	Students	Parents	Students

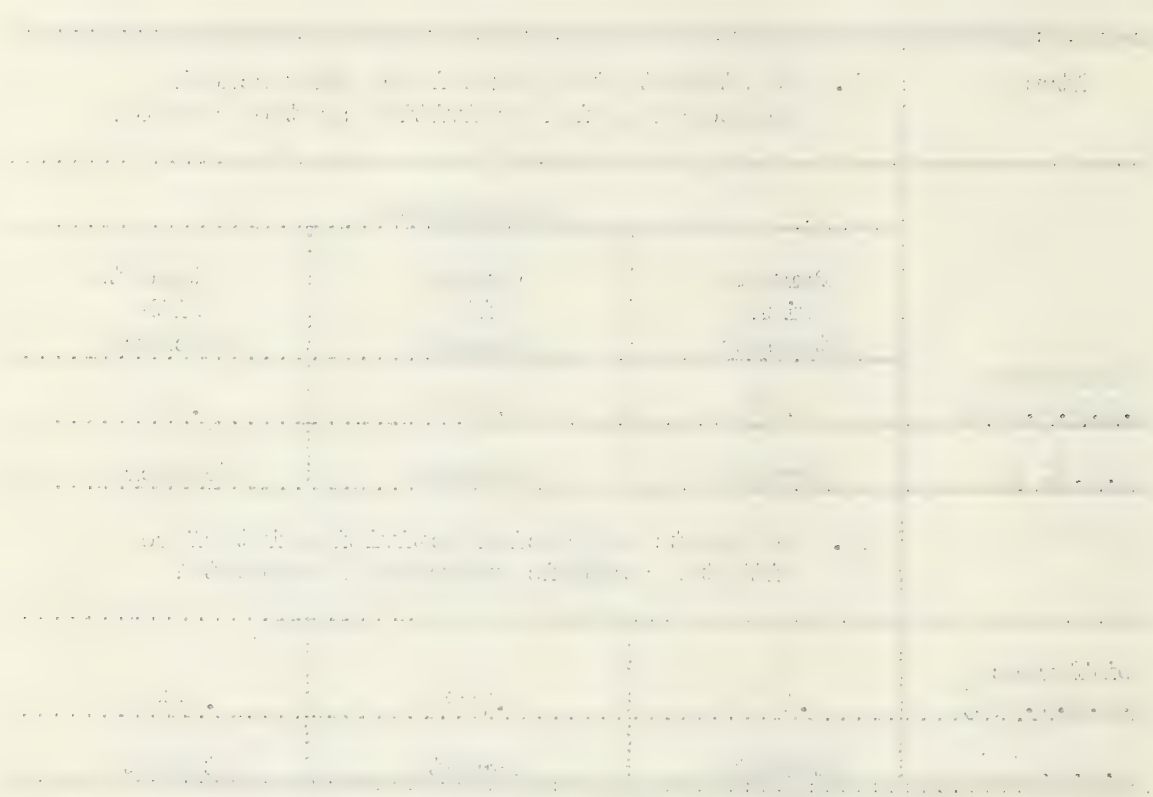
*Significant at p = .05

**Significant at p = .01

(1)Item abbreviated: M.L.S.V. (Median Level of Satisfaction Values)

(2)Item abbreviated: G.M.S. (Group Most Satisfied)

When attitudes within groups were examined for items 3 and 15, differences in attitudes found to exist for the characteristics selected could not be established as significant at an acceptable level of probability ($p \leq .05$), in any instance. Opinions within groups were found quite consistent on issues concerned with recreation.



In summary, parents and students, generally, favoured student participation in more social activity as they felt it did not interfere seriously with student progress in school studies. Teachers definitely disagreed with parents and students on both issues. In general, teachers would reduce rather than increase the number of social activities. Teachers also felt that sports and social activities hindered student progress in school subjects, although not to an extremely high degree. Differences in attitudes discovered within groups were not important.

Curriculum

If patrons of a school are satisfied that the program of courses offered, and the methods used by teachers to develop these courses are effective, they will most likely register strong approval of the school's actions. Hence, the number and nature of course offerings, their suitability for educating youth effectively, and teacher methodology employed to treat content are highly important when a school's performance is to be evaluated by the public it serves. Local school officials are delegated with at least three important responsibilities concerning curriculum matters by the Alberta School Act, and the Department of Education. These responsibilities involve:

a. Adequacy of course offerings, locally.

b. Treatment of subject matter in the classroom.

c. Citizenship development.

To determine attitudes of parents, teachers and students in the test area regarding the efficiency of their high schools in these

respects, the following items were placed on opinionnaires:

Item 4. Are you satisfied or dissatisfied with the teaching methods used in your school?

Item 12a. Are there courses on the present Alberta program of studies that students should be taking right now which are not being taught?

Item 12b. If there are, list some.

Item 16. Do you believe that your school is teaching students to become good citizens?

Item 22. Which of the following things would you like to see your school do more about? (See Appendix A, item 22 for the list proposed). Item 22, part 10 provided respondents with an opportunity to list other things not already suggested.

Median Levels of Satisfaction as reported in Table XV indicate that in general, respondents felt that teaching methods employed were fairly satisfactory. Parents and students expressed similar feelings (M.L.S. = 2.6), of moderate satisfaction. Comparatively small parts (15.3 per cent, and 13 per cent respectively), of parent and student groups were definitely dissatisfied. Opinion expressed by the teacher group was, noticeably, the most favourable (M.L.S. = 1.3) - 100 per cent of this group were either satisfied or very well satisfied.

Table XVI points out that teachers disagreed markedly (1.3) with parents and students on teaching methods, and differences in attitude were well established ($p = .01$). Teachers, compared to others, approved, very highly, instructional methods used.

TABLE XV

LEVELS OF SATISFACTION WITH CURRICULUM
BY GROUP AND ITEM

Item	4. Are the teaching methods used in your school satisfactory?					
	Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N
1	3	3.5	7	7	22	71
2	36	42.4	36	36	9	29
3	27	31.8	42	42		
4	12	14.1	12	12		
5	1	1.2	1	1		
No Opinion	6	7.1	2	2		
*M.L.S.	2.6		2.6		1.3	

*Item abbreviated: M.L.S. (Median Level of Satisfaction)

TABLE XVI

SIGNIFICANT DIFFERENCES IN ATTITUDES BETWEEN GROUPS ON TEACHING METHODS

Item	4. Are the teaching methods used in your school satisfactory?	
	Comparisons	
	Parents with Teachers	Students with Teachers
Difference Between M.L.S.(1) Values	1.3**	1.3**
Group Most Satisfied	Teachers	Teachers

**Significant at p = .01.

(1)Item abbreviated: M.L.S. (Median Levels of Satisfaction)

Significant differences in attitude discovered within groups are reported for item 4 in Table XVII. Teacher opinion, the most inconsistent - differences in attitude significant at p = .05 level resulted for every characteristic examined - contrasted with very consistent opinion - no significant differences in attitude - exhibited by the parent group. The difference in attitude between boys and girls was the most valid difference discovered (p = .01). Boys were more satisfied than girls.

TABLE XVII

SIGNIFICANT DIFFERENCES IN ATTITUDE WITHIN GROUPS IDENTIFIED WITH CHARACTERISTIC EXAMINED, FOR CURRICULUM

Item	4. Are the teaching methods used in your school satisfactory?			
	Students		Teachers	
Characteristic Examined	D (1)	More Satisfied Sub-Group	D (1)	More Satisfied Sub-Group
Sex	.3**	Boys	.4*	Female
Age - Yrs.			.5*	40 or over
University Training - Yrs.			.1*	Less than 4.
Teaching Experience - Yrs.			.2*	10 or more

*Significant at p = .05

**Significant at p = .01

(1) Item abbreviated: D (Difference Between Median Level of Satisfaction Values).

Levels of satisfaction recorded by respondents of each group are reported in Table XVIII for items 12(a) and 16, which investigated adequacy of the school curriculum. Forty-five per cent of the student group, compared to 35.5 per cent and 27.1 per cent of the parent and teacher groups respectively, expressed the need for one or more additional courses. About 29 per cent of the parents and 32 per cent

TABLE XVIII

LEVELS OF SATISFACTION WITH CURRICULUM BY GROUP AND ITEM

Item	12(a) Are there courses on the Alberta program of studies that are required, but not being taught at present?						16. Does your school teach students to become good citizens?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1					1	3.2	12	14.1	13	13	1	3.2
2	10	11.8	30	30	7	22.6	20	23.5	30	30	6	19.4
3	13	15.3	19	19	3	9.7	33	38.8	31	31	13	41.9
4	9	10.6	12	12	6	19.4	15	17.6	19	19	10	32.3
5	28	32.9	33	33	4	12.9	3	3.5	3	3	1	3.2
No Opinion	25	29.4	6	6	10	32.3	2	2.4	4	4		
*M.L.S.	3.9		3.5		3.2		2.7		2.7		3.1	

*Item Abbreviated: M.L.S. (Median Levels of Satisfaction)

of the teachers registered uncertainty. Generally, as is indicated by the Median Levels of Satisfaction for item 12(a), there was no serious deficiency in courses required by students, unless needs recorded by 49% of the student group are considered important.

The Median Levels of Satisfaction reported in Table XVIII for each group on item 16 indicate that, in general, schools did a satisfactory job of teaching citizenship. Teachers were not as pleased as others with the efforts of the school in this respect, but 21.1 per cent of the parent group and 23 per cent of the student group elected to rate school efficiency as either fair or poor for this function.

Comparisons of differences in attitude both between and within groups for items 12(a) and 16 resulted in the discovery that all differences were nonsignificant ($p > .05$). Generally, opinion was found quite consistent among, and within groups. Differences between Median Levels of Satisfaction Values were usually small.

Table XIX reveals, that considerably more students and teachers offered suggestions for new courses, than had indicated that courses were definitely required in item 12(a). The proposals obtained for item 12(b), from unsatisfied respondents are summarized: About 30 per cent of the parent group indicated that schools should offer better opportunity for students to take commercial courses. Other courses, mentioned, although not as frequently, included languages, particularly Latin, automotives, music and art. With the exception of the grade 10 boys, approximately 60 per cent of the respondents in each group

TABLE XIX

FREQUENCY OF RESPONSE OBTAINED BY GROUP AND SELECTED CHARACTERISTIC FOR ITEM 12(b): WHAT REQUIRED COURSES SHOULD BE TAUGHT, THAT ARE NOT BEING TAUGHT

	Parents N = 85			Students N = 100			Teachers N = 32		
Sex	Grade Child Attends	Response No.	Response %N	Grade	Response No.	Response %N	Age	Response No.	Response %N
M	10	2	25	10	6	43	Under 40	6	55
M	11	5	42	11	11	73	In 40's	3	60
M	12	5	33	12	12	57	50 or over	5	83
F	10	5	28	10	9	60	Under 40	2	40
F	11	2	15	11	8	57	In 40's		
F	12	6	33	12	12	57	50 or over	1	50
TOTALS		25	29.4		58	58.0		17	54.8

recorded choices. The boys at all levels indicated a strong interest in technical courses, particularly automotives. Seventy-two per cent of the boys' replies mentioned automotives, electronics or drafting. Girls from all grade levels were most interested in commercial subjects as 86 per cent of their suggestions mentioned courses of this nature. Boys showed some interest in these as well. Foreign languages were next in popularity with both groups, followed by the electives, art, music, and drama. A variety of languages was suggested including Russian and Spanish, but the most frequent choice was Latin. Girls were more anxious to study fine arts subjects than boys. Generally, respondents' comments indicated that boys favoured additional courses in automotives and girls definitely desired a broader program of commercial subjects. Generally, students, expressed strong interest in more language courses, particularly Latin. Several girls felt that a program which included more fine arts courses would be beneficial. Apparently, offerings in the academic area were satisfactory with very few exceptions.

According to slightly more than half of the teachers, there was need for a broader program of courses at the senior high school level. Eighty-two per cent of teacher recommendations were made by male teachers. Commercial courses such as bookkeeping, stenography and shorthand were mentioned most frequently, followed by technical courses in Industrial Arts and Home Economics. Latin rated third. New courses proposed included: driver training, geography, history, and non-matriculation courses in science and English. Apparently, the number of commercial and technical courses were inadequate according to teachers.

Relatively small percentages of each group polled recorded recommendations for additional things they would like to see the school do more about (Item 22, part 10). Although not well-established, due to diverse comment, trends appeared which revealed the nature of group thinking. Parent and teacher respondents were interested in improvements to curricular programs. Teachers were somewhat more directive. Several suggested more emphasis on vocational training for non-academic students, and suitable courses in geography, history, philosophy and psychology for others. Students (12 per cent), mainly grade 12 boys, favoured better facilities for sports.

Public Relations

It seems axiomatic that the success of the local school is in direct proportion to the quality of its home-school relations. To a large extent, public approval of school practice depends on the efforts of the school to keep the community informed about its work. Good public relations is an effective instrument for counteracting criticism due to misunderstanding. However, the school must assume responsibility for initiation and conduct of such a communications program.

Two items were employed to determine group attitudes regarding this subject:

Item 5. Are you satisfied with the way students are treated by teachers and other school officials?

Item 13. Does the school do a good job of informing the public about its work?

Table XX reveals the nature of group reaction toward items 5 and 13. In both instances, the public surveyed were generally, well satisfied. Students received satisfactory treatment from school officials, and schools had done close to a good job of informing everyone concerned about their work. This attitude suggested that respondents felt opinions they expressed for this investigation were based on an adequate knowledge of school affairs. Differences in Median Level of Satisfaction Values were very small, which established consistency of opinion among groups on public relations as high - all differences in attitude between groups were found nonsignificant ($p > .05$) for items 5 and 13. However, three significant differences in attitude were discovered within groups for item 13:

a. Parents under 50 years old felt that the school did a much better job of informing the public than did older parents. A difference of (.6) between Median Levels of Satisfaction was found significant at $p = .05$ level.

b. Students in grades 10 and 11 felt the same as younger (under 50) parents. A difference of (.5) between Median Levels of Satisfaction was found significant at $p = .05$ level.

c. Teachers with less than 4 years professional training, rated the schools' efforts to inform the public more highly than teachers with more training. The difference in attitudes (.6) was found to be significant at $p = .05$ level.

Attitude of the participating public towards the schools on public relations was generally, quite favourable. Attitude among

TABLE XX

LEVELS OF SATISFACTION WITH PUBLIC RELATIONS BY GROUP AND ITEM

Item	5. Are you satisfied with the way students are treated by teachers and other school officials?						13. Does the school do a good job of informing the public about its work?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1	16	19	17	17	3	10	11	13	18	18	6	19
2	58	68	54	54	23	74	39	46	35	35	8	26
3	9	11	17	17	2	6	26	31	30	30	14	45
4	2	2	9	9	2	6	5	6	10	10	1	3
5							1	1			1	3
No Opinion			3	3	1	3	3	4	7	7	1	3
*M.L.S.	2.0		2.2		2.1		2.3		2.3		2.4	

*Item Abbreviated: M.L.S. (Median Levels of Satisfaction).

groups was very consistent. The most significant difference in attitude on item 13 was discovered between students in grade 10 and 11 and those in grade 12. Grade twelve students did not rate the schools as highly on their public relations effort as students attending grades 10 and 11.

Achievement

Public evaluation of student achievement is often the most influential factor in establishing the reputation of the local school. Low achievers and their parents are unlikely to be very enthusiastic about their school. Students who do not feel that schoolwork has been worthwhile, or that their efforts have been rewarded reasonably, will be bad public relations agents for the school. If group attitudes concerning achievement and the value of studies are found to be unfavourable, basic reasons and critical elements can be detected. Appropriate corrective action may be instituted by administrators concerned.

Table XXI shows teachers to be the most satisfied group, (M.L.S. = 2.7), and students to be the most dissatisfied group (M.L.S.= 3.3) with student progress (Item 6). Forty-two per cent of the parent group and 45 per cent of the teacher group indicated satisfaction, while 44 per cent of the student group indicated dissatisfaction. Only 9 per cent of the teacher group selected levels which indicated definite dissatisfaction. Several respondents from each group expressed mixed feelings about achievement. The general feeling among groups was favourable, but with reservations. Data presented for item 17(a) in Table XXI indicate that the majority of students (57 per cent), and teachers (55 per cent) felt that students got somewhat less than they

TABLE XXI

LEVELS OF SATISFACTION WITH ACHIEVEMENT BY GROUP AND ITEM

Item	6. Are you satisfied or dissatisfied with student progress in your school?						17(a) How much does the student get out of his schoolwork?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1	5	6	4	4			3	4	1	1		
2	31	36	13	13	14	45	34	40	22	22	5	16
3	28	33	38	38	14	45	29	34	57	57	17	55
4	16	19	37	37	2	6	11	13	17	17	5	16
5	4	5	7	7	1	3	5	6	2	2	2	6
No Opinion	1	1	1	1			3	4	1	1	2	6
*M.L.S.	2.8		3.3		2.7		2.7		3.0		3.1	

*Item abbreviated: M.L.S. (Median Level of Satisfaction)[5]

could from schoolwork, while several parents (44 per cent) expressed satisfaction with student achievement. Generally, students and teachers were hesitant to condemn or praise student progress; parent opinion was more optimistic (M.L.S. = 2.7).

Table XXII reveals that the student group disagreed markedly, with the parent and teacher groups on Item 6. Both differences in attitude were found significant at p = .01 level. Students were definitely dissatisfied with their achievement. Data presented for Item 17(a) indicates that parent and student attitudes differed (.3), significantly (p = .01), regarding the value students derived from schoolwork. Students were indifferent; parents were pleased, and considerably more so, compared to teachers.

Comparisons of attitudes within groups for Items 6 and 17(a) produced significant differences in attitudes as follows:

Item 6. A difference (.6) between Median Levels of Satisfaction, significant at p = .01 level, showed girls as more satisfied than boys with school progress. Another difference (1.6), significant at p = .01 level, indicated students who received low grades - below B - were more displeased with their school progress than students who received higher gradings. Difference of opinion in this case was very pronounced.

Item 17(a). A difference (.4) in Median Levels of Satisfaction, significant at p = .05 level, revealed younger parents - under 50 - as more favourable about the value of schoolwork to students, than older parents. Also, a difference in attitude, significant at p = .05 level, between low student achievers and others confirmed the opinion expressed by the low achievers; they were not getting much value from schoolwork.

TABLE XXII

SIGNIFICANCE OF DIFFERENCES IN ATTITUDES BETWEEN GROUPS ON ACHIEVEMENT

Item	6. Are you satisfied or dissatisfied with student progress in your school?		
	Comparisons		
	Parents with Students	Parents with Teachers	Students with Teachers.
Difference M.L.S.(1) Values	.5**	.1	.6**
G.M.S.(2)	Parents	Teachers	Teachers
Item	17a. How much does the student get out of his schoolwork?		
Difference M.L.S. (1) Values	.3**	.4*	.1
G.M.S.(2)	Parents	Parents	Students

*Significant at p = .05

**Significant at p = .01

(1) Item abbreviated: M.L.S. (Median Level of Satisfaction)

(2) Item abbreviated: G.M.S. (Group Most Satisfied)

Table XXIII identifies specific reasons, as outlined in Item 17(b), selected most frequently by members of each group to indicate cause for poor student achievement. Out of 403 replies received - the majority (44 per cent) from students - lack of student effort ranked first in importance, followed by inadequate teacher help. According to the number of replies received for Item 17(b), parents and teachers tended to be somewhat more critical of achievement than their attitude, as reported for Item 17(a), would envision. The number of participants, according to groups and selected characteristic, who chose to offer reasons for poor student achievement in addition to the ten listed in Item 17(b) are reported in Table XXIV. Rather large percentages of the student and teacher groups (38 and 39 per cent respectively) recorded written comments. Males - boys in grades 10 and 12, and teachers over 40 years old - were the most responsive elements. Few parents (19 per cent) had additional complaints.

In general, complaints, in order of importance, from each group were as follows: Parents found fault with teachers and teaching methods. Students - mainly grade 11 girls - were critical of teachers. Lack of effort, difficult and lengthy courses, television and "A's is enough" were also proposed. Poor student attitude, absence of counselling facilities, too much spending money, staff turnover, beetwork and unsuitable academic programs were responsible for subnormal student progress, according to some teachers.

To sum up, public attitude towards achievement was just fairly satisfactory. Students disagreed markedly, with parents and teachers

TABLE XXIII

IMPORTANT REASONS FOR POOR STUDENT ACHIEVEMENT, ACCORDING TO FREQUENCY OF SELECTION BY GROUP PARTICIPANTS

Item	17b. Reasons for students not getting as much out of school as they should.			
No. of Reasons Selected*	Parents N = 85 F	Students N = 100 F	Teachers N = 31 F	Total
1	37	74	23	134
2	4	10		14
3	14	11	2	27
4	29	27	15	71
5	12	15	16	43
6	2	3	16	21
7	1	5	2	8
8	1	7	7	15
9	8	10	21	39
10	10	15	6	31
Totals	118	177	108	403

*See Appendices A, B, C, for reasons



TABLE XXIV

FREQUENCY OF RESPONSE OBTAINED BY GROUP AND SELECTED CHARACTERISTIC FOR ITEM 17(b): OTHER REASONS FOR STUDENTS NOT GETTING AS MUCH OUT OF SCHOOL AS THEY SHOULD

Parents N = 85				Students N = 100			Teachers N = 32		
Sex	Grade Child Attends	Response No.	Response %N	Grade	Response No.	Response %N	Age	Response No.	Response %N
M	10	1	13	10	7	50	Under 40	5	45
M	11	1	8	11	2	13	In 40's	3	60
M	12	6	38	12	10	48	50 or over	3	50
F	10	1	6	10	4	27	Under 40	1	20
F	11	5	38	11	6	43	In 40's		
F	12	2	11	12	9	43	50 or over		
TOTALS		16	19		38	38		12	39

concerning their progress. Students were not as satisfied with their progress, or as conscious as others of the value of studies. Each group offered a large and varied number of reasons for student failure to get as much out of their schoolwork as they could. The two reasons suggested most frequently were, in order of importance, lack of student initiative, and inadequate teacher help. Additional reasons - written comments - blamed teachers, courses and poor student attitudes.

Educational Costs

Most people are willing, although sometimes hesitant, to pay for value received. Educational services are not much different from any other commodity in this respect. Also, the general public seems to be keenly aware that the quality of educational service in the community is in direct proportion to the size of the budget provided. Nevertheless, certain school expenditures give rise to periodic controversy among groups. This controversy may, or may not be serious. The point to be made here is that if general public approval for such expenditures is favourable, public attitude towards the schools is also likely to be favourable.

It is recognized here that the investigation of attitudes toward teachers' salaries and money required for incidentals by students is by no means an adequate basis for accurate appraisal of general public opinion on this issue. However, because of the nature and size of sample of the public participating in the inquiry, attitudes expressed will reflect to an important degree, the feeling of satisfaction or dissatisfaction held by local residents generally, on educational costs.

Possibly, attitudes expressed by individual groups involved provide an even more reliable indicator of community reaction toward future expenditures for education.

The following items were employed to investigate educational costs:

Item 7. How do you feel about the amount of money required for your child to take part fully in school life? (Consider such things as textbooks and incidentals such as games, parties, dances, pictures, yearbooks, pins, sweaters, etc.).

Item 23. Do you feel that teachers are paid too much or too little (Present scale - $4300 to $6800 with one degree) for the work they are expected to do?

Median Levels of Satisfaction presented in Table XXV for Item 7 indicates that the public surveyed felt amounts of money required by students for texts and incidentals were just about right. Parents (53 per cent), and teachers (48 per cent) expressed a more favourable opinion - reasonable or very reasonable. Close to 20 per cent of the respondents from each group were dissatisfied - students required too much money for incidentals. As a group, teachers were most satisfied (M.L.S. = 3.7).

General attitude concerning teachers' salaries was difficult to diagnose. Diversity of opinion among groups was very pronounced. Parents and students felt that teachers were well paid. Generally, teachers disagreed. As a group, they indicated that they were underpaid, slightly. However, 55 per cent of the group felt definitely

TABLE XXV

LEVELS OF SATISFACTION WITH EDUCATIONAL COSTS BY GROUP AND ITEM

Item	7. How do you feel about the amount of money required for students to take part fully in school life?						23. Do you feel that teachers are paid too much or too little?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1	7	8	3	3			25	29	22	22	1	3
2	9	11	17	17	6	19	29	34	24	24	2	7
3	22	26	38	38	6	19	21	25	38	38	10	32
4	42	49	34	34	14	45	5	6	10	10	17	55
5(1)	3	4	3	3	1	3						
No Opinion	2	2	5	5	4	13	5	6	6	6	1	3
*M.L.S.	3.3		3.2		3.7		2.1		2.4		3.4	

*Item abbreviated: M.L.S. (Median Levels of Satisfaction)

(1)Very reasonable.

underpaid. Compared to 10 per cent of the teacher group, 63 per cent of the parents and 46 per cent of the students indicated that teachers were well, or very well paid. Very few of the parents and students expressed uncertainty (no opinion) about teachers' salaries. Not one respondent selected level 4 (very much underpaid).

All differences in attitude among groups were found nonsignificant ($p > .05$) for Item 7. Table XXVI reports significant differences in attitudes among groups on teachers' salaries (Item 23). Parents were much more satisfied about teachers' salary levels than students or teachers - particularly teachers. Differences were very pronounced ($p = .01$). Generally, the sentiments expressed about educational costs investigated indicated that the public surveyed was quite satisfied with the size of expenditures required for school incidentals and to a lesser degree for teachers' salaries. However, the majority of the teacher group (55 per cent) were definitely not as agreed about the salary issue - they felt underpaid. Differences in opinion within groups were found nonsignificant ($p > .05$) in every instance.

Homework

Homework is an essential part of the school program, one in which the public is keenly interested. Feelings of groups most directly affected should be of concern to the school. Even if the school's policy in this regard can be justified as reasonable and educationally sound, public disagreement will render it ineffective. Consequently, if group sentiment is made known the school can, if necessary, modify

TABLE XXVI

SIGNIFICANT DIFFERENCES IN ATTITUDES BETWEEN GROUPS ON TEACHERS' SALARIES

Item	23. Are teachers paid too much or too little?		
	Comparisons		
	Parents with Students	Parents with Teachers	Students with Teachers
Difference Between M.L.S. (1) Values	.3*	1.3**	1.0**
Group Most Satisfied	Parents	Parents	Students

*Significant at p = .05

**Significant at p = .01

(1)Item abbreviated: M.L.S. (Median Level of Satisfaction)

its policy, or instigate action to convince displeased elements of the essential soundness of present practices.

Items 8, and 19 were designed to determine attitudes of parents, teachers and students on homework.

Item 8. On the average does your child spend too much or too little time on homework each school day?

Item 19. On the average, how much time does your child spend on homework each school day?

Median Levels of Satisfaction reported for groups on Item 8 in Table XXVII reveals, in each instance, that students spent too little time on homework. Opinions of students and teachers were in close agreement, although teachers were actually the most dissatisfied group (M.L.S. = 3.8). Compared to parents (40 per cent), students (64 per cent) and teachers (74 per cent) expressed higher degrees of dissatisfaction. Actually, 44 per cent of the parent group felt that time spent on homework was adequate. Very few respondents from any group indicated that students were over-burdened with homework. Median Levels of Satisfaction reported for Item 19, in Table XXVII, indicates that, in general, the public surveyed estimated the time students spent on homework each school day to be close to $1\frac{1}{2}$ hours. However, further analysis revealed that the majority of parents (53 per cent) submitted a higher estimate. Although 45 per cent of the teacher group agreed with this figure, about the same proportion (46 per cent) did not, and chose to suggest less than one hour as a more accurate figure. Students, in general, tended to agree with the estimate made by teachers. Inconsistency of teacher opinion on this issue was apparent.

Table XXVIII illustrates that differences in attitude on amount of homework required (Item 8), between parents and each of the other two groups were found quite significant ($p = .01$). Parents, although not well satisfied with the amount of time students devoted to homework, were much more pleased about it than either students or teachers.

TABLE XXVII

LEVELS OF SATISFACTION WITH HOMEWORK BY GROUP AND ITEM

Item	8. Does the student spend too much or too little time on homework each school day?						19. How much time does the student spend on homework each school day?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1	3	4					18	21	17	17	9	29
2	10	12	8	8	1	3	27	32	22	22	5	16
3	37	44	27	27	4	13	17	20	26	26	3	10
4	30	35	62	62	23	74	18	21	25	25	7	23
5	4	5	2	2			4	5	9	9	7	23
No opinion	1	1	1	1	3	10	1	1	1	1		
*M.L.S.	3.3		3.6		3.8		2.6		2.9		2.9	

*Item abbreviated: M.L.S. (Median Levels of Satisfaction)

TABLE XXVIII

SIGNIFICANT DIFFERENCES IN ATTITUDES BETWEEN GROUPS ON HOMEWORK

Item	8. Does the student spend too much or too little time on homework each school day?	
	Comparisons	
	Parents with Students	Parents with Teachers
Difference M.L.S. (1) Values	.3**	.5**
Group Most Satisfied	Parents	Parents

**Significant at p = .01.

(1)Item abbreviated: M.L.S. (Median Level of Satisfaction)

Differences in attitude between groups were found nonsignificant ($p > .05$) for Item 19. Comparisons of attitudes within groups on Items 8 and 19 produced only one difference found significant ($p = .05$). Students who usually obtained gradings below B reported that they spent less than one hour on homework, while students who obtained higher gradings indicated that they devoted more than one and one-half hours to this task each school day.

In general, the public surveyed expressed dissatisfaction with the amount of time - 1 to $1\frac{1}{2}$ hours each school day - high school students

devoted to homework. Teachers, the group most dissatisfied with student effort in this respect, exhibited the greatest diversity of opinion on amount of time students spent on homework. Students who received higher grades spent considerably more time doing homework.

Personnel

The job efficiency displayed by persons employed to perform specific duties within the school plant is undoubtedly an important factor considered by those affected, when they conduct a personal appraisal of the local school. The rating awarded will be greatly influenced by professional qualifications of staff members, effectiveness of administrative policy and physical appearance of plant. Personal conjecture must determine to some extent, how accurately informed participants were on these matters. Three items were placed on opinionnaires to gather necessary data about these features:

Item 9. Generally, do you feel that teachers have enough professional training to perform their duties satisfactorily?

Item 11. How do you feel about the way the present administrators (principal and vice-principal) are running your school?

Item 20. Are the classrooms, washrooms, halls, gyms, grounds and other parts of your school kept clean?

The general feeling expressed for Item 9 by the sample polled, as reported by Median Levels of Satisfaction in Table XXIX, indicates that teachers approached the well-qualified classification. Considerable diversity in opinion was evident among teachers - 32 per cent of this group felt teachers possessed sufficient professional training,

TABLE XXIX

LEVELS OF SATISFACTION WITH TEACHER QUALIFICATIONS AND ADMINISTRATIVE POLICY BY GROUP AND ITEM

Item	9. Do teachers have enough professional training to perform their duties satisfactorily?						11. How do you feel about the way the present administrators are running your school?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1	7	8	19	19	1	3	7	8	27	27	3	10
2	27	32	48	48	9	29	21	25	24	24	2	6
3	33	39	18	18	12	39	39	46	28	28	15	48
4	10	12	8	8	9	29	16	19	16	16	10	32
5			1	1			2	2	4	4		
No opinion	8	9	6	6					1	1	1	3
*M.L.S.	2.6		2.1		2.9		2.8		2.4		3.6	

*Item abbreviated: M.L.S. (Median Levels of Satisfaction)

but 29 per cent expressed the opposite viewpoint. Students (67 per cent), the most satisfied group (M.L.S. = 2.1), indicated definite satisfaction with their teachers' qualifications. Parents and teachers, particularly teachers, did not agree to the same extent. Only one respondent suggested teachers were very poorly qualified. Data presented in Table XXIX for Item 11 revealed that, in general, administrators provided something between satisfactory and very satisfactory administration for schools. Students, again the most satisfied group (M.L.S. = 2.4), were well pleased with present administrative policies, but teachers - the least satisfied group (M.L.S. = 3.6) - were generally, dissatisfied. About one-third of the teachers (32 per cent) found serious fault with present practices of this nature.

Table XXX indicates, decisively, that the public surveyed was well satisfied with the efforts of caretaking personnel. All groups reported that school premises were usually kept clean - Median Levels of Satisfaction were above level 2. Parents rated caretaking services highest (M.L.S. = 1.6). Students and teachers, although not quite as favourably impressed (M.L.S. = 1.9), were satisfied.

Significant differences in attitudes between groups for Items 9 and 11 are reported in Table XXXI. Student attitude differed significantly with attitudes of parents and teachers on both items, and in three instances differences were found to be very pronounced ($p = .01$). Students were decidedly, the most satisfied group with teacher qualifications and administrative policy in practice. Teachers tended to be more critical than parents about these particular features.

TABLE XXX

LEVELS OF SATISFACTION WITH CARETAKERS' PERFORMANCE BY GROUP

Item	20. Is your school kept clean?					
	Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N
1	37	44	38	38	7	23
2	34	40	47	47	21	68
3	5	6	8	8	2	6
4	2	2	5	5	1	3
5			2	2		
No opinion	7	8				
*M.L.S.	1.6		1.9		1.9	

*Item abbreviated: M.L.S. (Median Levels of Satisfaction)

Differences in attitude discovered within groups (on the basis of selected characteristics) for Items 9, 11 and 20 were found non-significant ($p > .05$) in all cases except one. A difference in opinion established as significant at $p = .01$ level, revealed male teachers to be more satisfied with the amount of professional training teachers possessed (Item 9).

TABLE XXXI

SIGNIFICANT DIFFERENCES IN ATTITUDES BETWEEN GROUPS ON TEACHER QUALIFICATIONS AND ADMINISTRATIVE POLICY

Item	9. Do teachers have enough professional training to perform their duties satisfactorily?	
	Comparisons	
	Parents with Students	Students with Teachers
Difference M.L.S. (1) Values	.5**	.8**
G.M.S. (2)	Students	Students
Item	11. How do you feel about the way the principal and vice-principal run the school?	
Difference M.L.S. (1) Values	.4*	.7**
G.M.S.(2)	Students	Students

*Significant at p = .05

**Significant at p = .01

(1)Item abbreviated: M.L.S. (Median Level of Satisfaction)

(2)Item abbreviated: G.M.S. (Group Most Satisfied)

The general feeling of the public surveyed indicated that teachers appeared to have about the right amount of professional training to perform their work, that administrators did a satisfactory job of running the high schools and caretakers usually kept premises clean. Teachers - particularly females - were the most dissatisfied group with teacher qualifications and present administrative practices. Students - to an impressive degree - expressed the most favourable attitudes about personnel.

Facilities

Schools which lack proper facilities may be compared to clocks without hands - both will run, but not very purposefully. From the standpoint of value, essential equipment and proper facilities are less costly than limitations in services imposed by deficiencies in these areas. Opinions expressed by students, their parents and teachers - individuals with the best opportunity to become well informed about school facilities - should provide reliable bases for determining adequacy of materials and plant. If shortages, or unsatisfactory conditions are found to exist, authorities concerned should institute appropriate remedial action. Items 10(a), 10(b) and 18 were employed to obtain data necessary for assessing the adequacy of facilities in the Divisional high schools.

Item 10a. Does your school have as much equipment (gymnasium and playground equipment, laboratory equipment, projectors, library books, etc.) as it needs?

Item 10b. If you think it needs more equipment, tell what it needs.

Item 18. Is your school planned and built the way you think it should be? (Consider such things as size, design, lighting, heating, ventilation, gymnasium, etc.)

Median Levels of Satisfaction as reported in Table XXXII for Item 10a, indicates that, in general, the public surveyed were of the opinion that school equipment was fairly adequate. The majority of teachers (71 per cent) were not as favourable - the school definitely required some additional equipment. According to Table XXXII, Median Levels of Satisfaction for Item 18 indicate that, in general, physical facilities provided by school plants approached the satisfactory level. A large proportion of the parent group (65 per cent) was definitely satisfied (M.L.S. = 2.2) with this feature, but students and teachers generally, held more reserved opinions. Close to one-third of the student and teacher respondents were dissatisfied with plant facilities in general.

Table XXXIII reports the significance of differences in attitudes discovered among parents, teachers and students for Items 10a and 18. In each of the four cases where differences were established as significant, they were found to be very pronounced ($p = .01$). Teachers, disagreed with parents and students about adequacy of equipment (Item 10a); they were the most conscious of shortages, parents the least. Parents were, noticeably, the most pleased group with plant facilities. While student and teacher groups, generally,

TABLE XXXII

LEVELS OF SATISFACTION WITH FACILITIES BY GROUP AND ITEM

Item	10a. Does your school have as much equipment as it needs?						18. Is your school planned and built the way you think it should be?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1			1	1			15	18	2	2	2	6
2	13	15	13	13	1	3	40	47	43	43	10	32
3	40	47	47	47	8	26	17	20	21	21	9	29
4	19	22	31	31	20	65	6	7	25	25	7	23
5	2	2	8	8	2	6	1	1	7	7	3	10
No opinion	11	13					6	7	2	2		
*M.L.S.	3.1		3.3		3.7		2.2		2.9		3.0	

*Item abbreviated: M.L.S. (Median Levels of Satisfaction)

TABLE XXXIII

SIGNIFICANCE OF DIFFERENCES IN ATTITUDES BETWEEN GROUPS ON FACILITIES

Item	10a. Does your school have as much equipment as it needs?		
	Comparisons		
	Parents with Students	Parents with Teachers	Students with Teachers
Difference M.L.S.V. (1)	.2	.6**	.4**
G.M.S. (2)	Parents	Parents	Students
Item	18. Is your school planned and built the way you think it should be?		
Difference M.L.S.V. (1)	.7**	.8**	.1
G.M.S. (2)	Parents	Parents	Students

**Significant at p = .01

(1) Item abbreviated: M.L.S.V. (Median Level of Satisfaction Values)

(2) Item abbreviated: G.M.S. (Group Most Satisfied)

hesitated to condemn or praise facilities, parent attitudes were definitely complimentary.

Three differences in attitude within groups (between sub-groups according to selected characteristic) were established as significant ($p \leq .05$).

a. Although teacher sub-groups - 10 yrs. classroom experience or more, and less than 10 yrs. classroom experience - expressed dissatisfaction (M.L.S. = 3.6 and 4.0 respectively) with amount of school equipment provided, more experienced teachers were generally less critical. This difference in attitude was quite pronounced ($p = .01$).

b. A difference (1.2) in attitude between teachers with less than four years professional training and those with more, established as significant at $p = .01$ level, revealed that the more qualified teachers were - by a considerable margin - more satisfied with existing equipment.

c. Parents under 50 years of age were more pleased with the physical facilities provided by schools than older parents (Item 18). The difference in attitudes between these sub-groups was found significant at $p = .05$ level.

Table XXXIV reports the amount of response obtained from each group, according to selected characteristics, for Item 10b. Groups most dissatisfied with equipment provided - according to Median Levels of Satisfaction as reported for Item 10a in Table XXXII - recorded the most suggestions specifying shortages. Teachers (87 per cent), a very responsive group at all age levels, listed library and athletic

TABLE XXXIV

FREQUENCY OF RESPONSE OBTAINED BY GROUP AND SELECTED CHARACTERISTIC FOR ITEM 10b: WHAT EQUIPMENT DOES YOUR SCHOOL NEED

Parents N = 85				Students N = 100			Teachers N = 31		
Sex	Grade Child Attends	Response No.	Response %N	Grade Attend.	Response No.	Response %N	Age	Response No.	Response %N
M	10			10	10	64	Under 40	10	91
M	11	5	42	11	12	80	In 40's	4	80
M	12	5	33	12	17	81	50 or over	5	83
F	10	5	28	10	6	40	Under 40	5	100
F	11	3	23	11	9	64	In 40's	2	100
F	12	5	28	12	15	71	50 or over	1	50
TOTALS		23	27.1		69	69		27	87.1

equipment most frequently. Laboratory equipment, including biology items, rated second in importance with both sexes. Other items mentioned proposed additions such as maps, charts, shop tools, materials and facilities for music, art, drama, and guidance. Generally, teachers felt that more books and sports equipment were essential.

Sixty-nine per cent of the student group offered suggestions which referred to four types of essential equipment (sports, laboratory, library and miscellaneous). Boys at all grade levels, particularly grade 12, were more responsive than girls, and the grade 12 students was the most responsive element by grade. Sports equipment was the most popular requirement followed by laboratory and library materials in order. Other replies listed items pertaining to music, dramatics, home economics and visual aids.

Response obtained from the parent group for Item 10b was, in all instances, comparatively slight (27.1 per cent replied), except for fathers of grade 11 students (42 per cent replied). Suggestions submitted, recommended substantially the same type of equipment proposed by students and teachers - physical education, library and science in order of importance.

In general, the reaction of the public surveyed toward equipment and facilities (Items 10a, 10b and 18) indicated that essential materials for physical education (sports), libraries and science were, to some degree, in short supply. Also, plant facilities provided were only fairly satisfactory, especially according to opinions registered

by teachers and students.

Supervision

Students and their parents usually exhibit keen sensitivity to the amount and nature of individual assistance school personnel provide. Frequently, these persons express the opinion that more help is required with schoolwork and the solution of students' social problems. However, they may not be aware of limitations imposed by heavy teaching schedules or lack of counselling facilities. If there is decisive proof that such services are required to a greater extent, authorities responsible should investigate carefully. The following items were placed on opinionnaires to determine the amount and kind of assistance required, if any:

Item 21a. How much help do teachers usually give students with schoolwork?

Item 21b. If you think students need more help with schoolwork, what kind of help do they need that they are not getting?

Item 24. How much help does the school usually give in solving students' social problems?

Table XXXV, reveals the nature of attitudes expressed by groups polled on supervisory features (Items 21 and 24). Median Levels of Satisfaction reported for Item 21 indicated that, in general, students received nearly all the teacher help with schoolwork, required. The majority of respondents from each group held similar opinions - students received sufficient help from teachers. Some students (26 per cent) found teacher assistance inadequate; somewhat smaller percentages

TABLE XXXV

LEVELS OF SATISFACTION WITH SUPERVISION BY GROUP AND ITEM

Item	21. How much help do teachers give students with schoolwork?						24. How much help does the school give students in solving their social problems?					
	Parents N = 85		Students N = 100		Teachers N = 31		Parents N = 85		Students N = 100		Teachers N = 31	
Level of Satisfaction	F	%N	F	%N	F	%N	F	%N	F	%N	F	%N
1	14	16	24	24	2	6	6	7	3	3	1	3
2	34	40	38	38	16	52	18	21	14	14	5	16
3	9	29	6	6	7	23	14	16	15	15	9	29
4	11	13	18	18	6	19	13	15	28	28	13	42
5	6	7	8	8			14	16	18	18	1	3
No opinion	11	13	6	6			20	24	22	22	2	6
*M.L.S.	2.5		2.4		2.5		3.2		3.6		3.1	

*Item abbreviated: M.L.S. (Median Levels of Satisfaction)



of parents (20 per cent), and teachers (19 per cent) agreed with this opinion.

Data presented in Table XXXV for Item 24 indicates that the attitude of the public surveyed was, generally, unfavourable - students did not receive enough help from the school in solving their social problems. Parent opinion on this issue was rather inconsistent - 31 per cent of the group were dissatisfied, 29 per cent were satisfied and 24 per cent were uncertain. Students, the most dissatisfied group (M.L.S. = 3.6), indicated, generally, that they were desirous of more assistance from the school. The discovery that such a sizeable proportion of the student group (46 per cent) expressed definite need for guidance in social affairs, and that so many teachers (45 per cent of the group) registered awareness of student problems revealed a situation for concern by school authorities.

Comparisons of attitudes between, and within groups on Items 21 and 24, produced six important findings on supervision features which concerned adequacy of help students received with schoolwork and social problems:

a. A difference (.1) in Median Level of Satisfaction values, significant at p = .05 level, indicated students were more satisfied than teachers about the amount of help obtained with schoolwork (Item 21).

b. A difference (.7) in Median Level of Satisfaction values, significant at p = .01 level, revealed less experienced teachers (less than 10 yrs. teaching experience) to be considerably more pleased than members of the more experienced sub-group, with help extended to

students on schoolwork (Item 21).

c. A difference (.5) in Median Level of Satisfaction values, significant at p = .01 level, showed teachers to be considerably more satisfied than students with the guidance services provided by the school (Item 24).

d. A difference (.5) in Median Level of Satisfaction values, significant at p = .05 level, indicated that students who belonged to the high achievement sub-group (gradings of B or higher) did not require as much help from the school to solve their social problems as low achievers (gradings below B) - Item 24.

e. A difference (.6) in Median Level of Satisfaction values, significant at p = .05 level, revealed, that members of the student sub-group who received all the parental help needed, were not in need of as much assistance from the school in solving social problems as their more troubled colleagues (students who required more parental help) - Item 24.

f. A difference (.5) in Median Level of Satisfaction values, significant at p = .05 level, showed mothers to be more satisfied than fathers, with guidance services provided by the school (Item 24).

In general, the public surveyed expressed mild satisfaction with the amount of help schools provided to students with schoolwork, but considerable dissatisfaction with their guidance and counselling services. Opinions held by specific elements of teacher and student groups on supervision features investigated, suggested that many students would benefit by receiving more assistance from the school.

Teachers, particularly those with lengthy experience in the classroom, recommended additional help with schoolwork, for students. Students in general, and more specifically low achievers and those who indicated a need for more parental help, expressed a strong desire for more assistance in solving social problems. Fathers - to a greater extent than mothers - and a large minority of the teacher group agreed with students on this issue - guidance services in the high schools were inadequate.

Table XXXVI reveals that comparatively few of the parent and student respondents (22 per cent, and 38 per cent respectively) were able to specify the kind of help students needed, but did not receive. Teachers (61.3 per cent), particularly those under 40 yrs. of age, and to some extent grade 12 students, recorded suggestions which made critical opinions revealed in Items 21 and 24 more justifiable. According to analyses of replies received, the most common recommendations made by each group were as follows:

Parents, teachers and students suggested more individual help for students as most important. Parents felt "better" teachers were essential; students recommended more effective instructional procedures. Teacher respondents frequently qualified their suggestions on individual help by statements which pointed out limitations such as the vanning system, large classes and heavy teaching loads. Teachers also recommended special remedial measures for students with problems, following effective diagnostic procedures.

TABLE XXXVI

FREQUENCY OF RESPONSE OBTAINED BY GROUP AND SELECTED CHARACTERISTIC FOR ITEM 21(b): WHAT KIND OF HELP DOES YOUR CHILD NEED THAT HE IS NOT GETTING

	Parents N = 85			Students N = 100			Teachers N = 31		
Sex	Grade Child Attends	Response No.	Response %N	Grade Attend.	Response No.	Response %N	Age	Response No.	Response %N
M	10	2	25	10	5	36	Under 40	9	82
M	11	1	8	11	4	27	In 40's	2	40
M	12	3	19	12	10	48	50 or over	4	67
F	10	5	28	10	3	20	Under 40	4	80
F	11	3	23	11	7	50	In 40's		
F	12	5	28	12	9	43	50 or over		
TOTALS		19	22.0		38	38		19	61.3

In general, parents, students and teachers who recorded suggestions for the kind of help students required (Item 21b), recommended additional help from the teacher for the individual student. Although teacher respondents proposed, most frequently, individual help as an effective reform, several pointed out the problem encountered in finding time necessary to implement such a practice.

Specifics

The purpose for including items 25a, and 25b on opinionnaires was twofold. It was anticipated that outstanding weaknesses and strengths of the school system, as proposed by sub-groups involved, would be more clearly apparent to administrators interested in securing, and maintaining general, public approval for the actions of their schools. Comparisons involving attitudes expressed on features examined in Items 25a, and 25b, and attitudes registered by groups and sub-groups for selected items (where suitable relationship could be established) would enable measurement of consistency of opinion among, and within groups on related issues.

The variety of features recorded by respondents for Items 25a and 25b necessitated classification of replies submitted, according to sub-groups and appropriate subject categories selected. Hence, prominent likes and dislikes were revealed for respective elements involved. Features mentioned frequently enough to establish a reasonable trend in attitude for a sub-group, were regarded as important, and reported

in the order of importance achieved. In a few instances no preference was reported, due to extreme diversity in opinions among members of the sub-group.

Item 25a: What is the one thing you like MOST about your school?

Table XXXVII shows that a large majority of respondents from each group - particularly the student and teacher groups - submitted replies for Item 25a. In several instances, 100 per cent response was obtained from sub-groups. Students were most responsive (95 per cent replied), parents least (62.4 per cent replied).

Analysis of data submitted by respondents for Item 25a, produced some interesting findings about strong features of the high schools. Fathers, in general, liked the administration, teachers and facilities. Mothers of grade ten and twelve students were most impressed with administration and plant facilities, while mothers of students in grade eleven favoured teachers and school atmosphere. In general, parents who replied appeared well pleased with the administration of their schools - principals were often rated highly. Several other features, pertaining to physical facilities and teachers, rated about equal in importance.

A surprisingly large number of student respondents praised teachers and their actions. Grade twelve students - particularly boys - were the most complimentary about teachers. The type of social environment found in their schools was also rated as important by students.

The teachers' first preference, most noticeable among teachers under 40 yrs. of age, was the good staff relationship which existed -

TABLE XXXVII

FREQUENCY OF RESPONSE OBTAINED BY GROUP AND SELECTED CHARACTERISTIC FOR ITEM 25(a): WHAT IS THE ONE THING YOU LIKE MOST ABOUT YOUR SCHOOL

Parents N = 85				Students N = 100			Teachers N = 31		
Sex	Grade Child Attends	Response No.	Response %N	Grade Attend.	Response No.	Response %N	Age	Response No.	Response %N
M	10	4	50	10	14	100	Under 40	11	100
M	11	6	50	11	12	80	In 40's	5	100
M	12	13	81	12	20	95	50 or over	6	100
F	10	11	61	10	15	100	Under 40	4	80
F	11	7	54	11	14	100	In 40's	1	50
F	12	12	67	12	20	95	50 or over	2	100
TOTALS		53	62.4		95	95.0		29	93.5



teacher colleagues were friendly and co-operative. Male teachers tended to favour features concerning students, teaching load and administration in that order. Teacher opinion seemed to support the conclusion that working relationships among teachers, and working conditions were, in most instances, quite satisfactory.

Item 25b: What is the one thing you like LEAST about your school?

As was the case for Item 25a, Table XXXVIII reveals that students and teachers were the most responsive groups (93.0 per cent and 90.3 per cent respectively) for Item 25(b). Male teachers and female students were the most responsive group elements. Parent sub-groups, in all cases except one (fathers of grade 12 students), were least responsive.

According to analysis of replies submitted for Item 25b, the most important complaints were found to be as follows:

Fathers were most displeased with student attitude toward school, and homework regulations. Some physical facilities were unsatisfactory. Mothers criticized the school program and a variety of physical facilities. The lack of provision for religious training, and privileges for students of particular denomination were mentioned also. In general, parents who replied, appeared to be most dissatisfied with student attitudes towards school, limitations of school programs and lack of proper facilities - heating, ventilation, and showers.

The major complaint registered by students, concerned the lack of recreation facilities and inadequate sports programs. Grade ten girls were noticeably displeased about the opportunity for recreation during the noon-hour break. Close to one-quarter of the student group -

TABLE XXXVIII

FREQUENCY OF RESPONSE OBTAINED BY GROUP AND SELECTED CHARACTERISTIC FOR ITEM 25(b): WHAT IS THE ONE THING YOU LIKE LEAST ABOUT YOUR SCHOOL

	Parents N = 85			Students N = 100			Teachers N = 31		
Sex	Grade Child Attends	Response No.	Response %N	Grade Attend.	Response No.	Response %N	Age	Response No.	Response %N
M	10	4	50	10	12	86	Under 40	10	91
M	11	6	50	11	13	87	In 40's	5	100
M	12	13	81	12	20	95	50 or over	6	100
F	10	12	67	10	13	87	Under 40	4	80
F	11	8	62	11	14	100	In 40's	1	50
F	12	6	33	12	21	100	50 or over	2	100
TOTALS		49	57.8		93	93		28	90.3

in particular, grade 12 girls - found fault with teachers' qualifications and methods of instruction. Lack of school spirit among students was less important. Generally, students were most dissatisfied about recreational facilities and sports programs. Qualifications of teachers and methods of instruction were unsatisfactory according to some students. One comment of interest, registered by a senior girl, expressed concern about the absence of a smoking room.

The most popular complaint among teachers concerned some aspect of administrative policy. The most common dislike expressed by men and women was laxity in discipline. Several replies - usually from men - suggested that supervision of extra-curricular activities was unfairly apportioned. Other undesirable features recorded by teachers referred to the poor attitude of teachers towards technical courses, lazy and indifferent students, lack of facilities and equipment and excessive annual staff turnover. Features that displeased teachers most were matters related to administration, particularly disciplinary policies and their undemocratic tendency, at times.

SUMMARY OF FINDINGS

Analysis of data obtained from the sample surveyed produced favourable, and unfavourable attitudes for each area of the school system investigated. An appraisal of all attitudes expressed towards high schools, revealed that in the majority of cases, respondents were satisfied, but not to a high degree. Opinions among members

within groups were, generally, quite consistent, but this was not the case for opinions between groups - several differences in attitudes between groups were found significant ($p \leq .05$). The degree of general satisfaction with the performance of high schools, expressed by participants in Item 1, was more favourable in comparison, than attitudes expressed on most other features investigated. Replies submitted for Items 25b (least liked feature), and 25c (suggestions for improvement) identified the most critical sub-groups, and the most unsatisfactory features of the school system.

Discipline was considered somewhat unsatisfactory, particularly by parents and teachers, who favoured firmer control. Students, in general, were pleased with the situation, "as was." Diversity in disciplinary methods employed by teachers retarded student progress appreciably. According to the general feeling of the public polled, students were capable of participating in more social activity without detrimental effect on student progress. However, teachers disagreed markedly with student and parent attitudes on these issues. In general, teachers favoured some reduction in the number of social functions sponsored by the school, because of their harmful influence on student progress. Teaching methods employed were rated as acceptable to all, but particularly so by the teacher group. Although no serious deficiency existed in the number of academic courses offered, a sizeable proportion of the total sample, which included a majority of the teacher group, suggested additional courses of technical, commercial and fine arts nature. Requests for foreign language courses,

especially Latin, were quite common.

In general, the public surveyed indicated that students received satisfactory treatment from school officials, and high schools did a good job of informing the community about their work. Mixed feelings prevailed on the achievement issues. With the exception of the student group - low achievers were quite dissatisfied - mild satisfaction was expressed. Similar opinions were recorded concerning the value of school studies. Parents and teachers were more conscious than students, of values derived from schoolwork. The two most important reasons for subnormal student progress advanced by dissatisfied respondents, specified lack of student initiative and inadequate teacher help.

Although groups, generally, approved of the level of student expenditure for school necessities, a sharp division of opinion between teachers and others was apparent on the issue of teachers' salaries. Parents and students felt that teachers were somewhat overpaid; teachers, in general, felt underpaid.

Attitudes of the various groups on issues concerning homework revealed that the majority of students, usually, spent from 1 to $1\frac{1}{2}$ hours each school day on homework, and that this interval was inadequate for high school students. Teacher opinion was the most inconsistent in estimating time spent, but the most emphatic about its inadequacy.

Teachers had about the right amount of professional training to perform their duties, administrators did a satisfactory job of running the high schools and caretakers usually kept premises clean. Significant differences in attitudes discovered among groups showed

teachers - especially females - to be the most dissatisfied group with teacher qualifications and present administrative practices. Students, to an impressive degree, were the most complimentary about personnel investigated.

The general attitude expressed by participants on equipment and plant facilities indicated that essential materials for physical education, libraries and science were in somewhat short supply. Plant facilities provided were only fairly satisfactory. Students and teachers were obviously, more aware than parents of the nature of existing shortages and presence of poor physical facilities.

The public surveyed expressed mild satisfaction with the amount of help schools provided to students with schoolwork, but considerable dissatisfaction with their guidance and counselling services. Opinions held by specific elements of teacher and student groups on supervision features investigated, suggested that many students would benefit by receiving more assistance from the school. Teachers, particularly those with lengthy experience in the classroom, recommended additional help with schoolwork, for students. Students, in general, and more specifically low achievers and those who indicated a need for more parental help, expressed a strong desire for more assistance in solving social problems. Fathers - to a greater extent than mothers - and a large minority of the teacher group agreed with students on this issue - guidance services in the high schools were inadequate.

Investigation of the most and least liked features of the school failed to produce any outstanding features in these two categories for

the participants polled generally, or on the basis of individual groups. However, analysis of replies according to selected sub-groups revealed their preferences and complaints quite clearly. Suggestions recorded by respondents who were dissatisfied with the amount, and kind of help students received, recommended additional help (of various kinds) from teachers for the troubled student. Although teachers - those displeased with supervisory issues - proposed the same solution for assisting needy students, they indicated that time required was unavailable.

The data presented in Table XXXIX reveals that several very significant ($p = .01$) differences in attitude among groups existed on features investigated. Parents and teachers shared the most satisfied group status in an equal number (8) of instances; students were close behind (7). Pronounced disagreement among groups occurred frequently.

Table XL indicates that very few (5) significant differences in attitude between parent sub-groups were discovered. Parent respondents under 50 yrs. old expressed more favourable opinions than older parents involved, in three instances. The schooling factor proved to be very unimportant in influencing parental decision on school matters.

Table XLI reveals that where significant differences in attitude between student sub-groups were discovered the characteristic of achievement was involved in one-half (4) of the cases. Students usually receiving gradings of B or higher expressed, in every instance, more favourable opinions than student participants who usually received lower marks.

TABLE XXXIX

GROUP ACHIEVING MOST SATISFIED GROUP STATUS BY ITEM ACCORDING TO COMPARISONS AMONG GROUPS WHICH PRODUCED SIGNIFICANT DIFFERENCES IN ATTITUDES

Item No.	Comparisons		
	Parents with Students	Parents with Teachers	Students with Teachers
1	P*		
2	P		
3	P	T*	T*
4		T*	T*
5			
6	P*		T*
7			
8	P*	P*	
9	S*		S*
10		P*	S*
11	S		S*
12			
13			
14			
15		P*	S*
16			
17	P*	P	
18	S*	P*	
19			
20			
21			S
23	S*	T*	T*
24			T*

*Difference Significant at p = .01 level.

TABLE XL

MEDIAN LEVEL OF SATISFACTION VALUES ACCORDING TO THE ATTITUDE SCALE AND INCIDENCE OF MOST SATISFIED GROUP STATUS ACHIEVED FOR PARENT SUB-GROUPS BY ITEM AND SELECTED CHARACTERISTIC

Item No.	Sex		Age		Schooling		Grade of Child	
	Male	Female	50 and Over	Under 50	No Sr.High School	Some Sr. High School	10-11	12
1	2.3	2.1	2.4	2.1	2.2	2.1	2.2	2.2
2	3.7	3.3	3.6	3.4	3.4	3.5	3.4	3.8
3	3.4	3.2	3.4	3.3	3.3	2.4	3.3	3.4
4	2.8	2.6	2.8	2.6	2.6	2.7	2.7	2.6
5	2.0	1.9	2.1	1.9	2.1	1.8	1.9	2.1
6	2.9	2.8	3.3	2.7	2.8	2.8	2.7	3.0
7	3.4	3.2	2.9	3.4	3.2	3.4	3.3	2.8
8	3.4	3.2	3.6	3.2	3.2	3.3	3.3	3.2
9	2.7	2.5	2.5	2.6	2.6	2.6	2.6	2.6
10	3.0	3.2	3.3	3.1	3.1	3.1	3.1	2.8
11	3.1	2.7	3.1	2.8	2.9	2.6	2.7	2.9
12	3.7	4.1	4.0	4.0	4.0	3.9	3.8	4.0
13	2.6	2.2	2.8	2.2*	2.4	2.2	2.3	2.5
14	2.8	3.2	2.8	3.0	2.8	3.0	2.8*	3.0
15	4.3	4.3	3.9	4.4	4.3	4.2	4.3	4.2
16	2.9	2.6	3.2	2.6	2.7	2.8	2.6	2.9
17	2.9	2.7	3.1	2.7*	2.8	2.8	2.7	2.9
18	2.2	2.2	2.3	2.2*	2.3	2.1	2.3	2.1
19	2.6	2.5	2.8	2.5	2.4	2.8	3.0	2.3
20	1.6	1.7	1.7	1.6	1.7	1.6	1.6	1.8
21	2.6	2.4	2.6	2.5	2.5	2.5	2.5	2.4
23	2.1	2.0	2.4	2.0	2.1	2.1	2.1	2.0
24	3.5	3.0*	3.3	3.1	3.1	3.2	3.2	3.1

*Identifies sub-group most satisfied where difference in attitude was significant at p = .05 level.

TABLE XLI

MEDIAN LEVEL OF SATISFACTION VALUES ACCORDING TO THE ATTITUDE SCALE AND INCIDENCE OF MOST SATISFIED GROUP STATUS ACHIEVED FOR STUDENT SUB-GROUPS BY ITEM AND SELECTED CHARACTERISTIC

	Sex		Grade		Achievement		Parental Help Received	
Item No.	Male	Female	10-11	12	Lower Than "B"	"B" or Higher	Help Not Needed	Help Needed
1	2.6	2.5	2.2	2.6	2.5	2.6	2.4*	2.7
2	3.0	3.3	2.9	3.3	3.3	2.8	3.3	3.0
3	3.7**	3.4	3.6	3.3	3.7	3.6	3.7	4.0
4	2.4**	2.7	2.6	2.7	2.7	2.6	2.6	2.7
5	2.3	2.1	2.3	2.1	2.1	2.2	2.1	2.3
6	3.6	3.0*	3.2	3.5	3.9	2.3**	3.5	3.3
7	3.3	3.1	3.2	3.2	3.3	3.1	3.3	3.1
8	3.7	3.5	3.6	3.6	3.8	3.5	3.6	3.6
9	2.2	2.2	2.1	2.3	2.2	2.2	2.1	2.3
10	3.3	3.2	3.2	3.5	3.4	3.3	3.3	3.3
11	2.6	2.3	2.6	2.3	2.5	2.4	2.3	2.5
12	3.6	3.4	3.4	3.7	3.5	3.5	3.6	3.5
13	2.4	2.3	2.1**	2.6	2.5	2.3	2.3	2.4
14	3.2	2.8	2.9	2.7	2.6	2.9	2.7	2.9
15	4.5	4.4	4.4	4.5	4.7	4.4	4.5	4.4
16	2.5	2.8	2.5	2.7	2.8	2.6	2.5	2.9
17	3.1	2.8	2.9	3.1	3.2	2.8*	3.0	3.0
18	3.1	2.8	2.8	3.1	2.9	2.9	2.7	3.1
19	3.1	2.6	3.0	2.7	3.4	2.7*	2.8	2.9
20	1.8	1.9	1.8	2.0	1.8	1.9	1.7	2.0
21	2.4	2.5	2.5	2.4	2.8	2.3	2.3	2.6
23	2.0	2.6	2.3	2.5	2.5	2.3	2.4	2.3
24	3.4	3.6	3.7	3.6	3.9	3.4*	3.2*	3.8

*Identifies sub-group most satisfied where difference in attitude was significant at p = .05 level
**Identifies sub-group most satisfied where difference in attitude was significant at p = .01 level

Table LXII shows that significant differences in attitude between teacher sub-groups occurred most frequently on the basis of teaching experience and professional training. Teacher sub-groups with more training and more experience were more satisfied than members of corresponding sub-groups in six of the eight instances reported for these characteristics. Although not quite as consistent compared to students and parents, teacher opinion was still highly consistent when all features of the investigation were considered.

Table XLIII presents a consolidation of Median Level of Satisfaction Values which indicates group attitudes expressed for each item, according to the attitude scale employed. Identification of most, and least satisfied groups, by item, enabled appraisal of the over-all feeling that parents, students and teachers held concerning their high schools. An examination of data presented here (Table XLIII) reveals that, in general, the parent group was the most satisfied, and teacher group the most dissatisfied with the performance of Divisional High Schools. These observations are in agreement with the findings reported previously, for Items 1, 25a, and 25b.

TABLE XLII

MEDIAN LEVEL OF SATISFACTION VALUES ACCORDING TO THE ATTITUDE SCALE AND INCIDENCE OF MOST SATISFIED GROUP STATUS ACHIEVED FOR TEACHER SUB-GROUPS BY ITEM AND SELECTED CHARACTERISTIC

	Sex		Age		Teaching Experience in Yrs.		Professional Training in Yrs.	
Item No.	Male	Female	Under 40	Over 40	Less Than 10	10 or More	Less Than 4	4 or More
1	2.2	2.4	2.3	2.3	2.5	2.2	2.6	2.2
2	3.4	3.7	3.5	3.5	3.8	3.3**	3.9	3.3*
3	2.7	3.0	2.9	2.7	3.1	2.6	3.0	2.7
4.	1.4	1.0*	1.8	1.3*	1.2*	1.4	1.6	1.3*
5	2.1	2.1	1.9	2.3	1.0	2.2	2.0	2.1
6	2.8	2.4	2.7	2.7	2.7	2.7	2.8	2.7
7	3.4	3.2	3.4	3.3	3.0	3.4	3.3	3.4
8	3.9	3.6	3.8	3.8	4.0	3.7	4.0	3.7
9	2.8**	3.2	3.1	2.7	3.1	2.9	3.4	2.8
10	3.8	3.6	3.7	3.8	4.0	3.6*	4.1	3.8
11	3.0	3.3	3.1	3.0	3.3	2.9	3.4	3.0
12	3.3	3.0	3.2	3.0	2.7	3.5	2.0	3.4
13	2.4	2.0	2.1	2.9	2.1	2.8	1.9*	2.6
14	3.2	3.1	2.9	3.5	2.8	3.4	2.9	3.3
15	3.4	4.1	3.7	3.5	3.8	3.5	3.9	3.5
16	3.1	3.2	2.9	3.3	3.3	3.1	3.4	3.0
17	3.3	2.8	3.2	3.1	3.1	3.2	3.3	3.1
18	3.0	2.3	3.2	2.7	3.3	2.8	3.9	2.7**
19	2.9	3.1	2.8	3.0	3.2	2.8	3.8	2.7
20	1.8	2.1	1.9	1.9	2.1	1.8	2.3	1.8
21	2.6	2.3	2.8	2.3	3.0	2.3*	3.0	2.4
23	3.5	3.1	3.5	3.4	3.3	3.5	3.4	3.5
24	3.2	3.4	3.4	3.2	3.3	3.3	3.8	3.1

*Identifies sub-group most satisfied where difference in attitude was significant at p = .05
**Identifies sub-group most satisfied where difference in attitude was significant at p = .01

TABLE XLIII

MEDIAN LEVEL OF SATISFACTION VALUES ACCORDING TO ATTITUDE SCALE FOR PARENT, TEACHER, AND STUDENT GROUPS BY ITEM

Item No.	Parent Group	Student Group	Teacher Group	Most Satisfied Group	Most Dissatisfied Group
1	2.1	2.6	2.3	P	S
2	3.5	3.2	3.5	S	P-T
3	3.3	3.6	2.8	T	S
4	2.6	2.6	1.3	T	P-S
5	2.0	2.2	2.1	T	S
6	2.8	3.3	2.7	T	S
7	3.3	3.2	3.7	T	S
8	3.3	3.6	3.8	P	T
9	2.6	2.1	2.9	S	T
10	3.1	3.3	3.7	P	T
11	2.8	2.4	3.1	S	T
12	3.9	3.5	3.2	P	T
13	2.3	2.3	2.4	P-S	T
14	3.0	2.8	3.2	T	S
15	4.3	4.4	3.6	S	T
16	2.7	2.7	3.1	P-S	T
17	2.7	3.0	3.1	P	T
18	2.2	2.9	3.0	P	T
19	2.6	2.9	2.9	P	T-S
20	1.6	1.9	1.9	P	T-S
21	2.5	2.4	2.5	S	P-T
23	2.1	2.4	3.4	P	T
24	3.2	3.6	3.1	T	S

*Items abbreviated: P, T, S, (Parent, Teacher, Student)

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Conclusions About the Method

A deliberate attempt was made to structure opinionnaires used in this investigation in such a manner, that their design would provide respondents with equal opportunity to praise, or criticize features of the school system examined. Diversity of opinion was obvious in all subject areas investigated. Nature and amount of data obtained from participants provided substantial evidence to indicate effectiveness of test-instruments in securing earnest participation of a large portion of the sample polled. Procedures followed for distribution and collection of opinionnaires were suitable. Methods used to analyze data determined effectively, general levels of satisfaction for groups and sub-groups on each specific feature examined. The Chi Square Test seemed most appropriate for discovering the validity of differences in attitude between groups and sub-groups on respective issues. Hence, identification of strong and weak features of the school system, and most critical elements of the public surveyed - an important objective of the study - was accomplished.

In general, the scope of the study and the methods employed to collect and analyze data suggest that findings reported should be reliable indicators of attitude concerning the performance of high schools in Lethbridge Division.

Conclusions About Findings

In general, the attitude of the public surveyed towards the performance of the high schools was mildly favourable. Expressions of very strong feeling by groups and sub-groups were rare, but did occur occasionally. Significant differences in attitude found to exist on several of the issues among the parent, teacher, and student groups were outstanding because of their frequency and nature. Individual group opinion was much more consistent.

The finding which is probably most impressive points out the inadequacy of guidance services in the high schools. General dissatisfaction, varying in degree, with some of the other features investigated, indicated that additional improvements were desirable. Some weaknesses likely exist in disciplinary policies and practices. More uniform and stricter practices were recommended. Also, administrators should re-examine present disciplinary policies, or institute some action to justify them with their teaching staffs. There is room to improve student achievement by devoting more time to helping individual students overcome weaknesses, increasing homework load and adopting effective measures to convince students of the value of school studies. Remedial programs designed to assist the individual student would no doubt enjoy universal popularity. A genuine need was expressed for additional courses, particularly, automotives, Latin and commercial subjects. Some facilities require attention. Problems concerning heating, ventilation and gymnasiums were most urgent. Equipment for science instruction, library service and the sports-recreation program

were in short supply. Teachers should consider more effective methods for acquainting the general public with their apparent salary problem.

Some features of the high schools were found to be quite satisfactory. Students were well treated by school officials. The public surveyed felt well-informed about the work of the high schools, and expressed satisfaction with the way administrators and caretakers performed their duties. Reasonable limits had been applied to funds required by students for incidentals. Mixed opinion prevailed on issues of teacher performance and qualification.

In a few instances, general opinions expressed by sizeable minorities of the total sample were considered very important and reported as such. For example, teachers were not in favour of increasing the number of school sponsored social activities.

Conclusions About Related Findings

Important similarities and differences with findings reported in other studies on public attitude toward education are noted. Owing to the nature of samples polled in studies reported in Chapter II, comparisons, with the exception of one (Larson 1. mimeo.), are of necessity confined to the parent group used in this project.

Larson (1. mimeo.) in a similar project conducted in 1954, found parent attitude towards schools in Newell county was mildly favourable, that parents were more satisfied than students and teachers with the value students derived from studies, and that a broader program of electives was desired. The results of the present study disagreed

in respect to parent attitude about teaching and disciplinary methods. Parents concerned in this investigation were not as agreed. Findings on homework showed agreement; homework was adequate.

The findings reported by Brimacombe (2. pp.1-54) which are in agreement, concern generally favourable attitudes of younger parents toward education, and the tendency among respondents to favour changes in curriculum and teaching methods. This study found that schooling did not have any appreciable effect on parent attitude towards schools. Brimacombe (2), found that it did.

Lindel (3. p.405), reported parent attitude toward teachers as much more favourable than that expressed in this investigation.

Ingram (4. p.36), found that the parents surveyed for his study held generally unfavourable attitudes towards discipline and educational costs, but were inclined to rate schools favourably. This study found that except for the amount of money required by students for school needs, parent opinion was the same on these issues.

Although the study conducted by Downey (5. pp.1-88) sought to determine the tasks of public education, outcomes reported bear some relationships to general attitudes expressed by the parent group involved in this project. There was ample evidence to suggest that participants in this investigation favoured increased emphasis on the intellectual aspects of the high school program presently in practice. Values of school studies were rated highly by parents and interest in academic achievement was keen. However, the importance of social values was stressed in opinions expressed about sports, recreation and

school sponsored social activities. Amount of schooling was not an influential factor in determining parent opinion. Downey (5. pp.67-79) found it to be significant for the sample he polled.

Important inferences which may be drawn from comparisons involving some of the findings reported in the study conducted by Andrews (6. pp.1-81) suggest that a high degree of public approval, even at the local level, for the objectives undertaken by high schools would be difficult to obtain, regardless of what they may be. Sufficient evidence was found in this investigation to indicate that viewpoints of parents and teachers differed appreciably regarding the emphasis the school should place on academic and elective subjects, and on social and vocational development. Apparently, educational values have not been clearly established by the general public at neither the local nor the provincial levels.

II. RECOMMENDATIONS

It is hoped that the findings of this investigation will create a general awareness, particularly on the part of administrators, teachers and Divisional authorities, of those features of the high school system where improvement was indicated as desirable and necessary. Of course, awareness only is insufficient. Appropriate remedial measures must be instituted.

No doubt, there are several avenues of approach and various plans which would yield constructive results. However, some direction and co-ordination of effort seems essential. Likely this should originate at the administrative level. Such a plan should incorporate

the ideas and efforts of local agencies like the Principals' Association, the Home and School and the A.T.A. Local. It seems imperative to include adequate representation from any group affected by new decisions, whenever feasible.

Additional analysis of the deficiencies and complaints which occurred most frequently suggested that well-timed, and well-planned discussion involving the viewpoints of all groups concerned would contribute, markedly, to much improvement. Methods of providing student guidance incidentally seem unsatisfactory. More formal practices should be established to serve the high schools.

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APPENDIX A

PARENT OPINIONNAIRE

WHAT DO PARENTS IN THE LETHBRIDGE SCHOOL DIVISION

THINK OF THEIR SCHOOLS?

How do you feel about the school which your oldest child attends? What are your honest opinions about such things as discipline, homework, curriculum, teaching methods and school operation? By filling out this inventory you will be answering these questions, which are part of a Division-wide survey to determine what parents really think. It is easy to do. In most cases, you merely check ( ) the answer that tells how you feel. Only a few minutes time is required. Your assistance will be appreciated very much.

A short summary of results will be made available to you through your local school at a later date.

(A few directions)

If you have two or more children attending local schools, answer questions in terms of the ONE who is the OLDEST in attendance. Answer ONLY for the ONE OLDEST CHILD. DO NOT PUT YOUR NAME ON THIS PAPER. Say what you really think. NO NAME CHECK WILL BE MADE. Please answer EVERY question.

Place the completed inventory in the envelope provided, seal and return to your school principal as soon as possible. If you prefer, a stamp and addressed label are enclosed for mailing.

A few personal facts are required in order to analyze and report survey findings intelligently.

Personal Facts

A. Which parent filled out this inventory? (Check one.)

_____) father.
_____) mother.

B. In what grade is your OLDEST child now enrolled? (Check one.)

_____) Grade ten
_____) Grade eleven
_____) Grade twelve (first year)
_____) Grade twelve (second year)

C. How far did you yourself go in school? (Check one.)

_____1) Completed elementary school.
_____2) Completed junior high school.
_____3) Completed some senior high school.
_____4) Completed grade twelve.
_____5) Attended business, vocational or other special school.
_____6) Attended University.

D. In what age group do you belong? (Check one.)

_____1) Under 30 years of age.
_____2) In my 30's.
_____3) In my 40's.
_____4) In my 50's.
_____5) I am 60 years of age or older.

E. Please state your occupation or that of your husband if you are a housewife.

F. How long have you lived in your present school district? (Check one.)

_____1) less than 2 years.
_____2) between 2 and 5 years.
_____3) between 5 and 10 years.
_____4) more than 10 years.

1. In general, are you satisfied or dissatisfied with the school which your oldest child is attending? (Check one.)

_____1) Very well satisfied.
_____2) Satisfied.
_____3) About half and half.
_____4) Dissatisfied.
_____5) Very much dissatisfied.
_____6) I have no opinion.

2. (a) In general, is the discipline in your child's school too strict or not strict enough? (Check one.)

_____1) It is much too strict.
_____2) It is too strict.
_____3) It is about right.
_____4) It is not strict enough.
_____5) It is nowhere near strict enough.
_____6) I have no opinion.

(b) If there are things about the discipline in your school that you don't like, what are they? _____

_____

_____

3. Does your child take part in as many student activities (clubs, parties, athletics, etc.) at school as you think he should? (Check one.)

_____1) Takes part in far too many.
_____2) Takes part in too many.
_____3) Takes part in about the right amount.
_____4) Should take part in more.
_____5) Does not take part in any.
_____6) I have no opinion.

4. Are you satisfied or dissatisfied with the teaching methods used in your child's school? (Check one.)

_____1) Very well satisfied.
_____2) Satisfied.
_____3) About half and half.
_____4) Dissatisfied.
_____5) Very much dissatisfied.
_____6) I have no opinion.

5. In general, are you satisfied or dissatisfied with the way your child is treated by the teachers and other officials in his school? (Check one.)

_____1) Very well satisfied.
_____2) Satisfied.
_____3) Half and Half.
_____4) Dissatisfied.
_____5) Very much dissatisfied.
_____6) I have no opinion.

6. Generally, are you satisfied or dissatisfied with the progress your child is making in school? (Check one.)

_____1) Very satisfied.
_____2) Satisfied.
_____3) About half and half.
_____4) Dissatisfied.
_____5) Very dissatisfied.
_____6) I have no opinion.

7. How do you feel about the amount of money required for your child to take part fully in school life? (Consider such things as text-books and incidentals such as games, parties, dances, pictures, yearbooks, pins, sweaters, etc.) (Check one.)

_____1) It is very unreasonable.
_____2) It is unreasonable.
_____3) It is just about right.
_____4) It is reasonable.
_____5) It is very reasonable.
_____6) I have no opinion.

8. On the average does your child spend too much or too little time on homework each school day? (Check one.)

_____1) Much too much time.
_____2) Too much time.
_____3) About the right amount of time.
_____4) Too little time.
_____5) Almost no time.
_____6) I have no opinion.

9. Generally, do you feel that your child's teachers have enough professional training to perform their duties satisfactorily? (Check one.)

_____1) Very well qualified.
_____2) Well qualified.
_____3) Have about the right amount.
_____4) Poorly qualified.
_____5) Very poorly qualified.
_____6) I have no opinion.

10. (a) Do you feel that your child's school has as much equipment (gymnasium and playground equipment, laboratory equipment, projectors, library books, etc.) as it needs? (Check one.)

_____1) It has more than it really needs.
_____2) It has everything it needs.
_____3) It has most of what it needs.
_____4) It is short of things it needs.
_____5) It has very little of what it needs.
_____6) I have no opinion.

(b) If you think it needs more equipment, tell what it needs. ____

_____

_____

11. How do you feel about the way the present administrators (principal and vice-principal) are running your school? (Check one.)

_____1) Excellent administration.
_____2) Very good administration.
_____3) Good administration.
_____4) Fair administration.
_____5) Poor administration.
_____6) I have no opinion.

12. (a) Are there courses in the present Alberta program of studies that your child should be taking right now which are not being taught in his school? (Check one.)

_____1) Yes, four or more.
_____2) Yes, two or three.
_____3) Yes, one.
_____4) Probably one.
_____5) No, none.
_____6) I have no opinion.

(b) If there are, list some. _____

_____

13. Do you think your child's school does a good job or a poor job of telling you about the work of the school? (Consider such sources of information as Home and School, Parents' Day, School Paper, bulletins, etc.) (Check one.)

_____1) Very good job.
_____2) Good job.
_____3) Fair job.
_____4) Poor job.
_____5) Very poor job.
_____6) I have no opinion.

14. Do differences in discipline among the different teachers (some too strict, others not strict enough) keep your child from getting as much as he might from his schoolwork? (Check one.)

_____1) Yes, all of the time.
_____2) Yes, most of the time.
_____3) About half of the time.
_____4) Seldom, if any of the time.
_____5) No, none of the time.
_____6) I have no opinion.

15. Do you feel that the sports and social activities sponsored by your child's school make it difficult for your child to do his best in school subjects? (Check one.)

_____1) Make it very difficult.
_____2) Make it difficult.
_____3) Bother about half the time.
_____4) Bother very little.
_____5) Don't bother at all.
_____6) I have no opinion.

16. Do you believe that your school is teaching your child to become a good citizen? (Check one.)

_____1) It is doing a very good job.
_____2) It is doing a good job.
_____3) It is doing a satisfactory job.
_____4) It is doing only a fair job.
_____5) It is doing a poor job.
_____6) I have no opinion.

17. (a) All things considered, how much do you think your child is getting out of his schoolwork? (Check one.)

_____1) Definitely all he could get.
_____2) Almost all he could get.
_____3) Somewhat less than he could get.
_____4) Considerably less than he could get.
_____5) A great deal less than he could get.
_____6) I have no opinion.

(b) If you feel that your child isn't getting as much out of his schoolwork as he could get, what do you think the reasons are? (Check ALL that tell why.)

_____1) Doesn't study hard enough.
_____2) Work is too hard.
_____3) Doesn't understand assignments.
_____4) Not enough individual help from teachers.
_____5) Not enough attention to slow learners.
_____6) Not enough opportunities for rapid learners.
_____7) Takes too many subjects.
_____8) Spends too much time on sports, clubs, etc.
_____9) Is not interested in schoolwork.
____10) Has other work to do after school.

Other reasons _____
_____

18. Is your child's school planned and built the way you think it should be? (Consider such things as size, design, lighting, heating, ventilation, gymnasium, etc.) (Check one.)

_____1) Very satisfactory.
_____2) Satisfactory.
_____3) About half and half.
_____4) Unsatisfactory.
_____5) Very unsatisfactory.
_____6) I have no opinion.

19. On the average, how much time does your child spend on homework each school day? (Check one.)

_____1) 2 hours or more.
_____2) $1\frac{1}{2}$ to 2 hours.
_____3) 1 to $1\frac{1}{2}$ hours.
_____4) $\frac{1}{2}$ to 1 hour.
_____5) Less than $\frac{1}{2}$ hour.
_____6) I have no opinion.

20. Are the classrooms, washrooms, halls, gyms, grounds, and other parts of your school kept clean? (Check one.)

_____1) Always very clean.
_____2) Usually clean.
_____3) About half and half.
_____4) No, sometimes unclean.
_____5) No, always unclean.
_____6) I have no opinion.

21. (a) How much help does your child's teachers usually give him in his schoolwork? (Check one.)

_____1) All the help he needs.
_____2) Most of the help he needs.
_____3) About half the help he needs.
_____4) Some of the help he needs.
_____5) Very little of the help he needs.
_____6) I have no opinion.

(b) If you think your child needs more help with his schoolwork, what kind of help does he need that he is not getting? _____

_____

_____

_____

22. Which, if any, of the following things would you like to see your school do more about? (Check ALL that you would like to see more done about.)

_____1) More sports and recreational activities.
_____2) More attention to sex education.
_____3) More attention to local and national political problems.
_____4) More attention to languages other than English.
_____5) More attention to mathematics.
_____6) More attention to science.
_____7) More assistance to students in choosing their life work.
_____8) More music education.
_____9) More commercial education.
____10) Other. (Tell what.) _____

23. Do you feel that teachers are paid too much or too little (Present scale - $4300 to $6800 with one degree) for the work they are expected to do? (Check one.)

_____1) Very well paid.
_____2) Well paid.
_____3) Paid about the right amount.
_____4) Underpaid.
_____5) Very much underpaid.
_____6) I have no opinion.

24. How much help does the school usually give your child in solving his social problems? (Check one.)

_____1) All of the help needed.
_____2) Most of the help needed.
_____3) About half of the help needed.
_____4) Very little of the help needed.
_____5) No help at all.
_____6) I have no opinion.

25. (a) What is the ONE thing you like MOST about your child's school?

_____

(b) What is the ONE thing you like LEAST about your child's school?

_____

(c) If you have ANY suggestions for improvement, write them here.

_____

_____

_____

APPENDIX B

STUDENT OPINIONNAIRE

WHAT DO STUDENTS IN THE LETHBRIDGE SCHOOL DIVISION

THINK OF THEIR SCHOOLS?

HOW DO YOU FEEL ABOUT YOUR SCHOOL? That is what you are to tell in this questionnaire.

It is easy to do. You merely check ( ) the answer that tells exactly how you feel.

THIS IS NOT A TEST. There are no right or wrong answers. You are simply to tell how you feel about your school.

DO NOT PUT YOUR NAME ON THIS PAPER. Nobody wants to know "Who says what."

IT WILL NOT AFFECT YOUR MARKS. Since this is not a test and since NOBODY can tell "who says what," the way you answer this questionnaire cannot possibly affect your school marks. So, tell us honestly how you feel.

Be certain you understand each question before you answer it. If you don't understand the meaning of a question, raise your hand and the person in charge will explain what it means.

Please be sure to answer EVERY question. There is no time limit.

Thank you very much for taking part.

Personal Facts

A. Are you a male or female? (Check one).

___1) I am a male.
___2) I am a female.

B. What school grade are you in? (Check one).

___1) 10th grade.
___2) 11th grade.
___3) 12th grade (first year).
___4) 12th grade (second year).

C. What were your last report card marks? (Check one.)

_____1) Mostly H's and A's.
_____2) Mostly A's and B's.
_____3) Mostly B's and C's.
_____4) Mostly C's and D's.
_____5) Mostly D's.

D. How well do you "get along" with your teachers and principal? (Check one.)

_____1) Very well.
_____2) Pretty well.
_____3) Sometimes have trouble.
_____4) Frequently have trouble.

E. How often do you get help from your parents on any problems you have or things you are interested in? (Check one.)

_____1) Always or almost always.
_____2) Usually.
_____3) About half the time.
_____4) Seldom.
_____5) Never or almost never.

1. In general, are you satisfied or dissatisfied with the school which you are attending? (Check one.)

_____1) Very well satisfied.
_____2) Satisfied.
_____3) About half and half.
_____4) Dissatisfied.
_____5) Very much dissatisfied.
___6) I have no opinion.

2. (a) In general, is the discipline in your school too strict or not strict enough? (Check one.)

_____1) It is much too strict.
_____2) It is too strict.
_____3) It is about right.
_____4) It is not strict enough
_____5) It is nowhere near strict enough
___6) I have no opinion.

(b) If there are things about the discipline in your school that you don't like, what are they? _____

_____

3. Do you take part in as many school sponsored student activities (clubs, parties, athletics, etc.) as you should? (Check one.)

_____1) Take part in far too many.
_____2) Take part in too many.
_____3) Take part in about the right amount.
_____4) Should take part in more.
_____5) Do not take part in any.
___6) I have no opinion.

4. Are you satisfied or dissatisfied with the methods of teaching used by your teachers in the classroom? (Check one.)

_____1) Very well satisfied
_____2) Satisfied.
_____3) About half and half.
_____4) Dissatisfied.
_____5) Very much dissatisfied.
___6) I have no opinion.

5. In general, are you satisfied or dissatisfied with the way you are treated by teachers and other school officials? (Check one.)

_____1) Very well satisfied.
_____2) Satisfied.
_____3) Half and half.
_____4) Dissatisfied.
_____5) Very much dissatisfied.
___6) I have no opinion.

6. Generally, are you satisfied or dissatisfied with the progress you are making in school? (Check one.)

_____1) Very satisfied.
_____2) Satisfied.
_____3) About half and half.
_____4) Dissatisfied.
_____5) Very much dissatisfied.
___6) I have no opinion.

7. How do you feel about the amount of money you need in order to take part fully in school life? (Consider textbooks and incidentals such as games, parties, dances, pictures, yearbooks, pins, sweaters, etc.) (Check one.).

_____1) It is very unreasonable.
_____2) It is unreasonable.
_____3) It is just about right.
_____4) It is reasonable.
_____5) It is very reasonable.
___6) I have no opinion.

8. On the average, do you spend too much or too little time doing homework each school day? (Check one.)

_____1) Much too much time.
_____2) Too much time.
_____3) About the right amount of time.
_____4) Too little time.
_____5) Almost no time.
_____6) I have no opinion.

9. Generally, do your teachers appear to have enough professional training to do a good job in the classroom? (Check one.)

_____1) Appear very well qualified.
_____2) Appear well qualified.
_____3) Have about the right amount.
_____4) Appear poorly qualified.
_____5) Appear very poorly qualified.
_____6) I have no opinion.

10. (a) Is your school as well-equipped (with such things as gymnasium and playground equipment, laboratory equipment, projectors, library books, etc.) as you think it should be? (Check one.)

_____1) It has more than it really needs.
_____2) It has everything it needs.
_____3) It has most of what it needs.
_____4) It is short of what it needs.
_____5) It has very little of what it needs.
_____6) I have no opinion.

(b) If you think it needs more equipment, tell what it needs.

_____

_____

11. Do the principal and the vice-principal do a good job of running your school? (Check one.)

_____1) An excellent job.
_____2) A very good job.
_____3) A good job.
_____4) A fair job.
_____5) A poor job.
_____6) I have no opinion.

12. (a) Are there subjects which you would like to be taking at present but cannot because they are not being taught? (Check one.)

_____1) Yes, four or more.
_____2) Yes, two or three.
_____3) Yes, one.
_____4) Probably one.
_____5) No, none.
___6) I have no opinion.

(b) If there are, list some. _____

_____

13. Do you think your school does a good job or a poor job of telling parents about the work of the school? (Consider such sources of information as Home and School, Parents' Day, School Paper, Bulletins, etc.) (Check one.)

_____1) Very good.
_____2) Good.
_____3) Fair.
_____4) Poor.
_____5) Very poor.
___6) I have no opinion.

14. Do differences in discipline among the different teachers (some too strict, others not strict enough) keep you from getting as much as you might from your schoolwork? (Check one.)

_____1) Yes, all of the time.
_____2) Yes, most of the time.
_____3) About half of the time.
_____4) Seldom, if any of the time.
_____5) No, none of the time.
___6) I have no opinion.

15. Do the sports and social activities sponsored by your school make it difficult for you to do your best in school subjects? (Check one.)

_____1) Make it very difficult.
_____2) Make it difficult.
_____3) Bother about half the time.
_____4) Bother very little.
_____5) Don't bother at all.
___6) I have no opinion.

16. Do you think your school is teaching you to become a good citizen? (Check one.)

_____1) It is doing a very good job.
_____2) It is doing a good job.
_____3) It is doing a satisfactory job.
_____4) It is doing a fair job.
_____5) It is doing a poor job.
___6) I have no opinion.

17. (a) All things considered, how much do you think you are getting out of your schoolwork? (Check one.)

_____1) Definitely all that I can get.
_____2) Almost all that I can get.
_____3) Somewhat less than I could get.
_____4) Considerably less than I could get.
_____5) A great deal less than I could get.
___6) I have no opinion.

(b) If you do not think you are getting as much out of your schoolwork as you could get, what do you think the reasons are? (Check ALL that tell why.)

_____1) I don't study hard enough.
_____2) Work is too hard.
_____3) I don't understand the assignments.
_____4) Teachers do not give enough individual help.
_____5) I am a slow learner who needs more attention.
_____6) I am a rapid learner who needs more opportunity.
_____7) I take too many subjects.
_____8) I spend too much time on sports, clubs, etc.
_____9) I am not interested in school.
____10) Too much other work after school.

Other reasons. _____
_____

18. Are you satisfied with the way your school is planned and built? (Consider such things as size, appearance, lighting, heating, ventilation, gymnasium, etc.) (Check one.)

_____1) Very satisfactory.
_____2) Satisfactory.
_____3) About half and half.
_____4) Unsatisfactory.
_____5) Very unsatisfactory.
___6) I have no opinion.

19. On the average, how much time do you spend on homework each school day? (Check one.)

_____1) 2 hours or more.
_____2) 1½ to 2 hours.
_____3) 1 to 1½ hours.
_____4) ½ to 1 hour.
_____5) Less than ½ hour.
___6) I have no opinion.

20. Are the classrooms, washrooms, halls, gyms, grounds and other parts of your school kept clean? (Check one.)

_____1) Always very clean.
_____2) Usually clean.
_____3) About half and half.
_____4) No, sometimes unclean.
_____5) No, always unclean.
___6) I have no opinion.

21. (a) How much help do your teachers usually give you with your schoolwork? (Check one.)

_____1) All the help I need.
_____2) Most of the help I need.
_____3) About half of the help I need.
_____4) Some of the help I need.
_____5) Very little of the help I need.
___6) I have no opinion.

(b) If you think you need more help with your schoolwork, what kind of help do you need that you are not getting? _____

_____

22. Which, if any, of the following things would you like to see your school do more about? (Check ALL that you would like to see more done about.)

_____1) More sports and recreational activities.
_____2) More time for sex education.
_____3) More information about government affairs.
_____4) More attention to languages other than English.
_____5) More attention to mathematics.
_____6) More attention to science.
_____7) More help in choosing my life work.
_____8) More opportunity for music education.
_____9) More opportunity for commercial education.
____10) Other. Tell what. _____

_____

23. Do you feel that teachers are paid too much or too little.(Present Scale - $4300 to $6800 with one degree) for the work they are expected to do? (Check one.)

_____1) Very well paid.
_____2) Well paid.
_____3) Paid about the right amount.
_____4) Underpaid.
_____5) Very much underpaid.
___6) I have no opinion.

24. How much help does the school give you in solving your social problems? (Check one.)

_____1) All the help I need.
_____2) Most of the help I need.
_____3) About half of the help I need.
_____4) Very little of the help I need.
_____5) None of the help I need.
___6) I have no opinion.

25. (a) What is the one thing you like MOST about your school? _____
_____
_____

(b) What is the one thing you like LEAST about your school?_____
_____
_____

(c) If you have ANY suggestions for improvement, write them here.
_____
_____

APPENDIX C

TEACHER OPINIONNAIRE

WHAT DO TEACHERS IN THE LETHBRIDGE SCHOOL DIVISION THINK OF THEIR SCHOOLS?

By filling out this inventory you will be expressing your satisfaction or dissatisfaction with the job you think your school is doing concerning some of the important areas in education.

It is easy to do. In most cases just place a check ( ) beside the answer you select.

Say what you really think. Every precaution has been taken to guarantee anonymity. DO NOT PUT YOUR NAME ON THIS PAPER, or make any other identifying marks. Print when any writing is necessary. NOBODY wants to know "WHO says WHAT". NO attempt will be made to secure any individual's private opinion. Group opinion is what is wanted.

If you choose, you may exchange this blank inventory with a colleague or request another copy. Hand it to the person in charge after it has been completed and sealed in the envelope, provided. If you prefer, a stamp and addressed label are provided for mailing.

Please: ANSWER ALL QUESTIONS.
GIVE YOUR HONEST OPINION.
RETURN PROMPTLY.

Thank you very much for your assistance.

PERSONAL FACTS

The following information is needed for the purpose of comparing the attitudes of the various groups.

A. What is your sex? (Check one.)
___1) Male
___2) Female.

B. In what age group do you belong? (Check one.)
___1) Under 30 years of age
___2) In my 30's.
___3) In my 40's.
___4) Fifty years of age or older.

C. Do you teach any of the grade twelve departmental examination subjects? (Check one.)

_____1) Yes.
_____2) No.

D. How long have you been teaching? (Check one.)

_____1) Less than 3 years.
_____2) Between 3 and 6 years.
_____3) Between 6 and 10 years.
_____4) Between 10 and 15 years.
_____5) More than 15 years.

E. How many complete years of university training do you now have? (Check one.)

_____1) One year.
_____2) two years.
_____3) three years
_____4) four years.
_____5) five years.
_____6) six years.

1. In general, are you satisfied or dissatisfied with the school in which you teach? (Check one.)

_____1) Very well satisfied.
_____2) Satisfied.
_____3) About half and half.
_____4) Dissatisfied.
_____5) Very much dissatisfied.
_____6) I have no opinion.

2. (a) In general, is the discipline in your school too strict or not strict enough? (Check one.)

_____1) It is much too strict.
_____2) It is too strict.
_____3) It is about right.
_____4) It is not strict enough.
_____5) It is nowhere near strict enough.
_____6) I have no opinion.

(b) If there are things about the discipline in your school that you don't like, what are they?_____

_____

_____

3. How many of the senior high school students in your school take part in the number of school sponsored student activities (clubs, parties, athletics, etc.) that you think they should? (Check one.)

_____1) All or almost all.
_____2) Most.
_____3) About half.
_____4) Few.
_____5) None or almost none.
___6) I have no opinion.

4. How free do you feel to use the teaching methods that you believe to be most effective? (Check one.)

_____1) I have as much freedom as I want.
_____2) I have almost as much freedom as I want.
_____3) I have somewhat less freedom than I want.
_____4) I have considerably less freedom than I want.
_____5) I have none or almost none of the freedom I want.
___6) I have no opinion.

5. In general, are you satisfied with the way you are treated outside the school by the people of the community? (Check one.)

_____1) Very well satisfied.
_____2) Satisfied.
_____3) Half and half.
_____4) Dissatisfied.
_____5) Very much dissatisfied.
___6) I have no opinion.

6. Generally, are you satisfied or dissatisfied with the progress of students in the subjects which you teach? (Check one.)

_____1) Very satisfied.
_____2) Satisfied.
_____3) About half and half.
_____4) Dissatisfied.
_____5) Very dissatisfied.
___6) I have no opinion.

7. How do you feel about the amount of money the pupils need in order to take part fully in school life? (Consider such things as textbooks and incidentals such as games, parties, dances, pictures, yearbooks, pins, sweaters, etc.) (Check one.)

_____1) It is very unreasonable.
_____2) It is unreasonable.
_____3) It is just about right.
_____4) It is reasonable
_____5) It is very reasonable
___6) I have no opinion.

8. On the average, do the pupils in your school spend too much time or too little time on their homework each school day? (Check one.)

_____1) Much too much time.
_____2) Too much time.
_____3) About the right amount of time.
_____4) Too little time.
_____5) Almost no time.
___6) I have no opinion.

9. Do you feel that you have enough professional training to do your job satisfactorily? (Check one.)

_____1) Very well qualified.
_____2) Well qualified.
_____3) Have about the right amount.
_____4) Poorly qualified.
_____5) Very poorly qualified.
___6) I have no opinion.

10. (a) Do you feel that your school has as much equipment (gymnasium equipment, playground equipment, laboratory equipment, projectors, library books, etc.) as it needs? (Check one.)

_____1) It has more than it really needs.
_____2) It has everything it needs.
_____3) It has most of what it needs.
_____4) It is short of things it needs.
_____5) It has very little of what it needs.
___6) I have no opinion.

(b) If you think it needs more equipment, tell what it needs.

_____

_____

11. How do you feel about the way the present administrators (principal and vice-principal) are running your school? (Check one.)

_____1) Excellent administration.
_____2) Very good administration.
_____3) Good administration.
_____4) Fair administration.
_____5) Poor administration.
___6) I have no opinion.

12. (a) Are there courses on the Alberta program of studies that senior high school students should be taking right now which are not being taught in your school? (Check one.)

_____1) Yes, four or more.
_____2) Yes, two or three.
_____3) Yes, one.
_____4) Probably one.
_____5) No, none.
___6) I have no opinion.

(b) If there are, list some. _____

_____

13. Do you feel that the school does a good job or a poor job of telling the parents about the work of the school? (Check one.)

_____1) Very good job.
_____2) Good job.
_____3) Fair job.
_____4) Poor job.
_____5) Very poor job.
___6) I have no opinion.

14. Do differences in discipline among the different teachers (some too strict, others not strict enough) keep the pupils from getting as much as they could from their schoolwork? (Check one.)

_____1) Yes, all of the time.
_____2) Yes, most of the time.
_____3) About half of the time.
_____4) Seldom, if any of the time.
_____5) No, none of the time.
___6) I have no opinion.

15. Do you feel that the sports and social activities sponsored by your school make it difficult for the senior pupils to do their best in school subjects? (Check one.)

_____1) Make it very difficult.
_____2) Make it difficult.
_____3) Bother about half the time.
_____4) Bother very little.
_____5) Don't bother at all.
___6) I have no opinion.

16. Do you feel that your school is teaching the senior students to become good citizens? (Check one.)

_____1) It is doing a very good job
_____2) It is doing a good job.
_____3) It is doing a satisfactory job.
_____4) It is doing only a fair job.
_____5) It is doing a poor job.
___6) I have no opinion.

17. (a) All things considered, how much do you think the senior high students in your school are getting out of their schoolwork? (Check one.)

_____1) Definitely all they can.
_____2) Almost all they can.
_____3) Somewhat less than they could.
_____4) Considerably less than they could.
_____5) A great deal less than they could.
___6) I have no opinion.

(b) If you feel that these students are not getting as much out of their schoolwork as they could get, what do you think the reasons are? Check ALL that tell why).

_____1) Don't study hard enough.
_____2) Work is too hard.
_____3) Don't understand assignments.
_____4) Not enough time for individual help.
_____5) Inadequate provision for slow learners.
_____6) Inadequate opportunity for rapid learners.
_____7) Students generally take too many subjects.
_____8) Spend too much time on sports, socials, etc.
_____9) Not interested in schoolwork.
____10) Too many have other work to do after school.

Other reasons _____

_____

18. Is your school planned and built the way you think it should be? (Consider such things as size, design, lighting, heating, ventilation, gymnasium, etc.) (Check one.)

_____1) Very satisfactory.
_____2) Satisfactory.
_____3) About half and half.
_____4) Unsatisfactory.
_____5) Very unsatisfactory.
___6) I have no opinion.

19. On the average, how much homework do you attempt to require of each pupil each school day? (Check one.)

_____1) 2 hours or more.
_____2) $1\frac{1}{2}$ to 2 hours.
_____3) 1 to $1\frac{1}{2}$ hours.
_____4) $\frac{1}{2}$ to 1 hour.
_____5) Less than $\frac{1}{2}$ hour.
___6) I have no opinion.

20. Are the classrooms, washrooms, halls, gyms, grounds, and other parts of your school kept clean? (Check one.)

_____1) Always very clean.
_____2) Usually clean.
_____3) About half and half.
_____4) No, sometimes unclean.
_____5) No, always unclean.
___6) I have no opinion.

21. (a) How much help do you feel you give your pupils with their schoolwork? (Check one.)

_____1) All of the help needed.
_____2) Most of the help needed.
_____3) About half the help needed.
_____4) Some of the help needed.
_____5) Very little of the help needed.
___6) I have no opinion.

(b) If you think your pupils need more help with their schoolwork, what kind of help do they need that they are not getting?

_____

_____

22. Which, if any, of the following things do you think your school should do more about? (Check ALL that you would like to see more done about.)

_____1) A larger sports and recreation program.
_____2) More attention to sex education.
_____3) More attention to local and national political pr problems.
_____4) More attention to languages other than English.
_____5) More attention to mathematics.
_____6) More attention to science.
_____7) More assistance to students in choosing a vocation.
_____8) More music education.
_____9) More commercial education.
____10) Others. (Tell what.) _____
_____

23. Are you satisfied or dissatisfied with your present salary scale? (Check one.)

_____1) I am very satisfied.
_____2) I am satisfied.
_____3) I think it is about right.
_____4) I am dissatisfied.
_____5) I am very dissatisfied.
____6) I have no opinion.

24. How much help does the school usually give pupils with the social problems they face in every day life? (Check one.)

_____1) All of the help needed.
_____2) Most of the help needed.
_____3) About half of the help needed.
_____4) Very little of the help needed.
_____5) No help at all.
____6) I have no opinion.

25. (a) What is the one thing you like MOST about your school? _____
_____

(b) What is the one thing you like LEAST about your school? _____
_____

(c) If you have ANY suggestions for improvement, write them here.
_____

APPENDIX D

INSTRUCTIONS TO SUPERVISOR FOR POLLING THE STUDENT AND TEACHER SAMPLES

Dear Mr. Supervisor:

As it is absolutely essential to secure valid data from student and teacher participants by encouraging their complete co-operation, I have prepared the following guide to avoid any difficulties which may arise in procedure.

Your careful attention to the following directions is most important:

Procedure to Follow When Polling Student Sample.

1. Assemble the students whose names appear on the enclosed list, at the time and in the special room your principal has assigned for this purpose. In the event that any of the students listed are absent, or refuse to participate, select replacements from the list of alternates provided. Give preference to the first name on the list and so on, until you have selected the proper number to compensate for absentees and any refusals.

2. Comment briefly on the purpose of this project. Attempt to answer any reasonable questions. Distribute questionnaires.

3. Before allowing students to begin, please inform them of:

   a. There is no time limit.
   b. This is not a test.
   c. Please answer every question.
   d. Do not write your name on the questionnaire.
   e. Make certain to seal your envelopes after inserting the completed questionnaire.
   f. Identification is unnecessary and impossible so tell exactly how you feel when answering the questions.
   g. Direct students to stack their envelopes IN ANY ORDER, in some suitable location where you are unable to observe the arrangement.
   h. Please convey my personal thanks to the members of this group for their participation.
   i. Inform students that their parents will also receive similar questionnaires shortly. Request them to encourage parents to complete them promptly and independently, then return them to the school or mail them as directed.

If any student requests your opinion on the meaning of any of the questions, feel free to assist, but take special care

that you do not suggest any kind of answer, or give any advice which may influence their selection of an answer.

The time students require should normally be less than 25 minutes.

Procedure To Follow When Polling Teachers.

Each teacher whose name appears on the enclosed list has recently received a personal letter, explaining the nature of this project, and soliciting their co-operation. If there are absentees or refusals, please record these on the sheet provided.

The directions on these questionnaires are complete, easy to understand so difficulty is unlikely. However, if some serious problem does arise, do not hesitate to contact me by phone at RE-8-4325 (House) or RE-8-4326 (School), Collect, Iron Springs.

Please observe the following:

1. Do not discuss the nature of the questions with anyone before the group meets. If questions arise at this time, you may assist only with interpretation of meaning. Do not in any way influence the opinion of the respondent.

2. Inform the teachers that identification is unnecessary and impossible, so they may tell exactly how they feel when answering the questions.

3. It is not necessary for you to remain in the room after you have directed the teachers to stack their sealed envelopes, IN ANY ORDER, in some suitable location. Some may choose to mail them. Stamps are provided.

4. Convey my personal thanks to the members of this group for participating.

5. Special suggestions (if any) _____

_____

_____

6. A very special thanks to you for your interest and assistance.

Sincerely,

"Ken W. Bride"

Ken W. Bride.

APPENDIX E

THE QUESTION SHEET USED IN OBTAINING TEACHER EVALUATION OF THE TEACHER OPINIONNAIRE

Dear fellow teacher:

The enclosed questionnaire is to be distributed to the Divisional high school teachers for the purpose of obtaining their opinions about a number of important school issues.

Your advice and comments pertaining to the suitability of this instrument will be appreciated very much.

Please register your comments on the following questions after you have completed the questionnaire. If you choose, you may write your comments on the questionnaire in the places where you feel changes should appear.

1. How long did it take you to complete the questionnaire? _____ minutes.

2. Did you experience any particular difficulty in understanding the meaning of any question, or any part of any question? (If you did, please indicate the number of the question.) _____

3. Do you think that any of the questions should be omitted? If you do, please indicate the question and tell why.

4. Do you feel that a change in the wording of any of the questions is necessary or desirable? If so, please tell where change should occur. _____

5. Do you think that since identification of the teacher is impossible and unnecessary, that other teachers will feel free to give their honest opinions? _____

6. Are you interested in finding out how other teachers, parents and students feel about the same issues? _____

Please place this sheet along with the completed questionnaire in the envelope provided, seal and return to the supervisor in charge.

Your assistance will be most helpful and I certainly appreciate your participation. Thank you.

Fraternally,
"Ken W. Bride."

APPENDIX F

THE QUESTION SHEET USED IN OBTAINING PARENT EVALUATION OF THE PARENT OPINIONNAIRE

Dear Parent(s):

Before the attached questionnaire is distributed to a selected sample of parents in various parts of the Lethbridge School Division, I would appreciate receiving any criticism or comment which in your opinion may improve this instrument.

I am contacting you since your school principal has suggested that I may obtain your assistance due to your interest in school affairs. Would you please complete the enclosed questionnaire, then record any comments you may have to the following questions:

a. Approximately how long did it take you to complete the questionnaire? _____ minutes.

b. Did you experience any particular difficulty in understanding, the meaning of any question, or any part of any question? (Indicate No. of Question if you did.) _____

_____

c. Do you think that any of the questions should be omitted? If you do, please indicate the question and tell why?

_____

_____

d. Do you feel that any change in any of the wording of any of the questions is necessary or desirable? If so, tell where. Write on the questionnaire if you choose. _____

_____

e. Do you think that since identification of parent is unnecessary and impossible, that other parents will feel free to give their honest opinions? _____

f. Are you interested in finding out how other parents, teachers and students feel about the same issues? _____

Please place this sheet along with the completed questionnaire in the envelope provided and mail them at your earliest convenience. Your assistance will be most helpful and will certainly be appreciated. Thanks for participating.

Sincerely,

"Ken W. Bride."

APPENDIX G

A LETTER OF EXPLANATION TO THE PARTICIPATING TEACHER

Iron Springs, Alberta.
, 1961.

Dear

Shortly, a fellow staff member will deliver an envelope to you containing a questionnaire which requests your frank opinion about a few questions concerning areas of present educational interest to teachers, parents and students in the Lethbridge School Division No. 7.

This information is an essential part of the data I require for the preparation of my thesis.

I would be most grateful if you would take a few minutes of your time to register your honest feelings. Because I want you to tell exactly how you feel about these questions, every possible precaution has been taken to guarantee STRICT anonymity. Please be assured that NO ONE wants to know "WHO says WHAT". Group opinion is what is wanted.

When you have completed the inventory, place it in the envelope provided, seal and return it to the teacher who gave it to you. If you prefer to mail it to me, a stamp is provided.

A few important instructions will accompany the questionnaire.

Receiving this information promptly is imperative. May I please count on you?

A summary of results will be made available to you at a later date.

Thank you very much for your assistance.

Fraternally,

"Ken W. Bride."

Ken W. Bride.

APPENDIX H

A REGISTER FOR RECORDING STUDENTS' REPLIES REGARDING THE SUBMISSION OF PARENT OPINIONNAIRES

School: ______________________

To: The Student Participants - The School Survey of Public Opinion.

Recently your parents received a questionnaire requesting their opinion on several matters concerning this school. To avoid contacting families who have completed and submitted these forms, **please place a check** ( ), in the appropriate space beside your name.

PLEASE REMIND YOUR PARENTS TO-DAY, TO MAIL THESE QUESTIONNAIRES SOON SO THAT A COMPLETE REPORT MAY BE PREPARED. THANK YOU VERY MUCH.

Student	Grade	Parents HAVE mailed questionnaire	Parents Have NOT mailed questionnaire	I am Not Certain About it.

B29800